

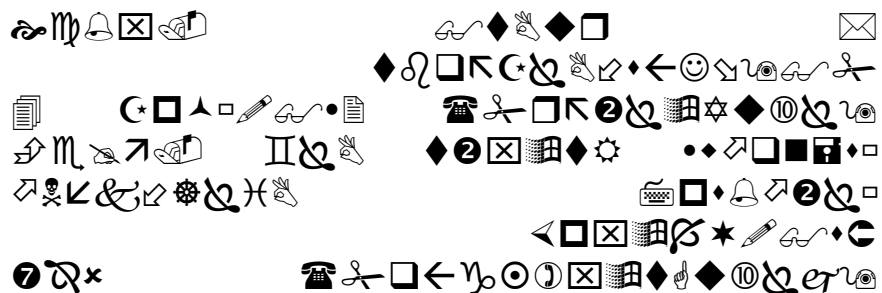
# CHAPTER 1

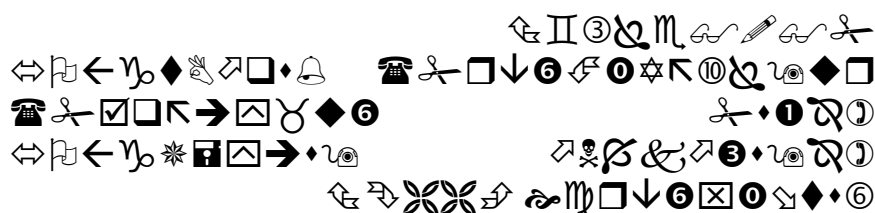
## INTRODUCTION

### A. Rationale

Teaching is not an easy task for a teacher, in teaching a teacher is standing in front of the students. They need guidance and counseling to reach maturity process of education and expected to become responsibility ones in society and to God, it will not be reached easily if the goal of teaching and learning cannot be gained perfectly. Teaching and learning process happens if there is an interaction between teacher and student, and between student and student. In interaction teacher can be an instructor or learning leader, facilitator, administrator and motivator. Teacher and students' have to be active. Educative interaction will not happen if there is only one of them active in the interaction, which is active in attitude, mental and doing. Moreover the interaction does not run optimally between the teacher and the students during teaching and learning activities in the class if only one of them that active.

Allah said in the Holy Qur'an surah At taubah ayat 122 follow:





Based on the description shows between teacher and students must be created a good communication and cooperation in order the interactions run smoothly.

Education has been developed, There are many devices and approaches which can be a supplement for the materials or even for the teacher's voice. To maximize the process of teaching learning English, it primarily needs an availability of media. Media can and should be used at all levels of learning and for different conditions. Media is appropriate and effective for teaching and learning English. The content on media will also depend heavily on the interest of students. Media helps teachers in many things. For example with media teachers can solve the barrier from presenting subject matter and can improve their ways of teaching. But they should have any expertise skill, if not learning process is less effective. That is why: teacher skills to use media in teaching and learning process are absolutely needed, with using media teachers can make students interested in language learning and help them to maintain a high level of interest in language study.

In learning English, there are four skills that should be developed and mastered by English of foreign language learners, the skills are:

1. Listening
2. Speaking
3. Reading

#### 4. Writing

For those skills above, listening is one difficult skill than other. Therefore by the progress of knowledge and technology now has been created sets of language facilities in the form of audio device and visual device (Audio-visual Aids/ AUD) or it is usually found in the language laboratory. Language laboratory as supporting media that able to progress the learning result that we wish.<sup>1</sup>

**language laboratory** is an audio or audio-visual installation used as an aid in modern language teaching. <sup>2</sup>Sets of language laboratory consist of booths, tape recorder, a headset with a boom arm microphone, VCD/DVD player and television. Booth is place for student sit and in the booth they listening teacher voice that sit in the control room by his headphone. At the time they imitate teacher voice and also they can hear their voice recorded by the headphone, so that they can compare their voice with teacher voice.

Based on my first observation and interview, Language laboratory in MTsN Banjar Selatan has significant role toward improvement students competence and skill especially in listening and speaking. In language laboratory students also can take out their idea or opinion easier than in the classroom. But it is seldom used in this school. So it needs to be researched deeper about the use of language laboratory in Teaching and learning English.

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<sup>1</sup>Henry Guntur Tarigan, *Membaca Suatu Keterampilan Berbahasa*, (Bandung:Angkasa 1979)P.1

<sup>2</sup><http://en.wikipedia.org/wiki/Language-lab>.30/03/2010

Language laboratory is very important especially in the school that have function as effective media to improve students' ability in foreign language, especially in listening and speaking skill. But In this time the effectiveness of language laboratory at schools are very lower. In this situation occur because language laboratory seldom or never used in the school, less maintenance, and many teachers cannot operate the equipments in the language laboratory.

According to the contradiction above, so the writer is interested in doing a systematic research with the title: **THE USE OF LANGUAGE LABORATORY IN TEACHING AND LEARNING ENGLISH AT THE EIGHTH AND NINTH GRADE OF MTsN BANJAR SELATAN BANJARMASIN ACADEMIC YEAR 2010-2011.**

To avoid any misinterpretation towards the title the writer needs explain some terms in the title as follows:

1. Use is the act or practice of employing something<sup>3</sup>
2. Language laboratory is a room where languages are thought by using tape recorder or audio visual aids.<sup>4</sup> It is help students to hear and speak foreign language to be better.
3. Teaching is a present participle which means a process in the education of a students' which requires interaction between the teacher and the student.<sup>5</sup>

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<sup>3</sup><http://en.wikipedia.org/wiki/language-lab>.30/03/2010

<sup>4</sup>As Homby.Oxford Advanced Learner's Dictionary of Current English. New York: Oxford University Press 1987. P 474

4. Learning is the act or experience of one that learns; knowledge of skill acquired by instruction or study; modification of a behavioral tendency by experience.<sup>6</sup>

## **B. Statements of Problem**

Based on the rationale above, the problems in this research are as follows:

1. How is the use of the language laboratory in English teaching and learning at the eight and ninth grade of MTsN Banjar Selatan Banjarmasin Academic Year 2010-2011?
2. What benefits can the students get on using language laboratory in English teaching and learning at The Eight and Ninth Grade of MTsN Banjar Selatan Banjarmasin Academic year 2010-2011?
3. What factors influence the students understanding the lesson using language laboratory at the Eight and Ninth Grade of MTsN Banjar Selatan Banjarmasin Academic Year 2010-2011?

## **C. Reason for Choosing the Title**

1. Listening and speaking are basic skill that should be mastered in learning English so language laboratory as supporting media that expected has important role in learning English especially in listening and speaking.
2. Language laboratory is an important learning tool especially in language teaching and learning that functioned to practicing students in learning language, to know how far language laboratory role is. So that students

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<sup>5</sup>Philip James Hills. A Dictionary of Education. London: Rutledge & Kegan Paul Ltd. 1982. P.267

<sup>6</sup><http://www.umsl.edu/services/ctl/DEID/destination2adultlearning/2blearning.html>. 30/03/2010

expected to have basic ability in mastering English especially from language ability aspect.

#### **D. Purpose of Research**

1. To know the use of language laboratory in teaching and learning English at the eight and ninth grade of MTsN Banjar Selatan Banjarmasin academic year 2010-2011.
2. To know the benefits that students can get in using language laboratory in teaching and learning English at the eight and ninth grade of MTsN Banjar Selatan Banjarmasin academic year 2010-2011.
3. To know what factors influence students understanding the lesson using language laboratory at the eight and ninth grade of MTsN Banjar Selatan Banjarmasin academic year 2010-2011.

#### **E. Significance of Research**

1. Be information for the teachers especially English teachers that use language laboratory as supporting media for teaching.
2. Be information, comparison for the next researcher.
3. Be enrich of State Institute for Islamic Studies Antasari Banjarmasin library's literature.

#### **F. Organization of Content**

This study in divided into five chapters, as follows:

The first chapter contains introductions, which is consisting of rationale, statement of problem, reason for choosing the title, purpose of research, significance of research and organization of the contents.

The second chapter contains theoretical review, which is consisting of definition of teaching and learning, definition of language laboratory , the benefit can the students get in using language laboratory, the method used in language laboratory, and factors influence the students understanding the lesson using language laboratory.

The third chapter contains Methodology of research is which is consisting of Population and sample of research, data, source of data, technique of data collecting, technique of data processing and analysis and research procedure.

The fourth chapter contains reports of research, which is consisting of general description about the location of research, data presentation and data analysis.

The fifth chapter is closure which is consisting of conclusion and suggestion.

## CHAPTER II

### THEORITICAL REVIEW

#### A. Definition of Teaching and Learning

According to Oxford Advanced Learners dictionary of current English teaching means "to give instruction to somebody, cause somebody to know or be able to do something, give to somebody knowledge, skill etc, give lesson (at school etc).<sup>7</sup>

According to Brown teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand.<sup>8</sup>

Mahmud yunus on his book Pokok-pokok pendidikan dan pengajaran said that teaching is to guide the students in learning activities.<sup>9</sup>

According to Nana Sudjana teaching is the process to arrange existing environmental organization around the students so that they can grow to do the learning process. It is also as a guidance of students' learning activity, to manage and to organize the environment around the

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<sup>7</sup> A.S Homby, Oxford Learners Dictionary of Current English (New York: Oxford University Press.1995). P.886

<sup>8</sup> Brown, Principles of Language Teaching and Learning (New Jersey: Printice hall. 1980). P. 10

<sup>9</sup> Mahmud Yunus, Pokok-Pokok Pendidikan dan Pengajaran( Jakarta:PT Hadikarya.1982).P.32



students until it can support and develop student in learning. Here teaching is the teacher's effort to give the tuition for students in learning.<sup>10</sup>

Based on some definition above the writer concludes that teaching is teacher's effort to bring the students to a conducive or stable environment and teacher is also as a guide or counselor for students in their adaptation whether to themselves or their environment.

According to Lyle E Bourne, JR Bruce R Ekstrand, defines "Learning as relatively permanent change in behavior traceable to experience and practice."<sup>11</sup>

M. Basyiruddin Usman on his book Metodologi Pembelajaran Agama Islam Sekolah dan Keluarga said that learning is effort to activate thinking, reacting, and doing to something object studied so that arise a new experience in him self.<sup>12</sup>

Morgan and Friends stated Learning as any relatively permanent change in behavior which occurs as a result of practice or experience.<sup>13</sup>

Harold Spears in Interaksi dan Motivasi Belajar Mengajar book define learning is to observe, to read, to imitate, to try something themselves, to listen, and to follow direction.<sup>14</sup>

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<sup>10</sup> Nana Sudjana, Dasar-dasar Proses Balajar Mengajar.( Bandung: Armico.1998).P.7

<sup>11</sup> Drs.H.Mustaqim, Psikologi Pendidikan. (Yogyakarta: Pustaka Belajar .2004).P.33

<sup>12</sup> M.Basyiruddin Usman, Metodologi Pembelajaran Agama Islam Sekolah dan Keluarga.(Jakarta: Ciputat press.2002). P.22

<sup>13</sup> Clifford T Morgan, Introduction to Psychology six Edition.( USA: MC Grow Hill.1979).P 112

<sup>14</sup> Sudirman A.M, Interaksi dan Motivasi Belajar Mengajar. (Jakarta: PT Raja Grafindo Persada. 2007).P.20

From some definition above it can be told that learning is intended by an experience existence behavior change process. Change of behavior in teaching, habit attitude, understanding and knowledge.

### **B. Definition of Language Laboratory**

In teaching and learning English language laboratory is one of media which often used by teachers. They used it for practice the material with sound equipment. It is also used by teachers in connection with the lesson in class. Language laboratory is one of important media in teaching and learning process.

Based on opinion above, it is known language laboratory is a teaching media not only consist of one media, but multimedia such as auditive and audio visual aids. So language laboratory can be used for increasing students' interest through and attention in mastering language skills especially listening and speaking.

There are some opinion that propose by some linguist about the definition of language laboratory:

According C.J Brumfit, J.T Robert Language laboratory is a system allowing, minimally, the simultaneous, broad casting of speech directly, through headphone to each of a group language learners so thus

maximizing opportunity for practice, while at the same time allow the teacher to monitor each learner individually.<sup>15</sup>

According Prof. Dr.M Basyiruddin usman M.Pd and Prof. Dr. H. Asnawir

Language laboratory is a tool to practice student in listening and speaking in foreign language by serve the material that have been served before.<sup>16</sup>

According the American Heritage Dictionary language laboratory is A room designed for learning foreign languages and equipped with tape recorders, video cassette, recorders, or computers connected to monitoring devices enabling the instructor to listen and speak to the students individually or as a group.<sup>17</sup>

Webster's New World Collect Dictionary language laboratory is a classroom in which students learning a foreign language can practice sound and word patterns individually or under supervision with the aid of audio equipment, etc.<sup>18</sup>

Based on some definition above the writer concludes that language laboratory is a tool to practice students in listening and speaking by using some multimedia tool that can be heard and seen (Audio Visual Aids).

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8.C.J Brumfit and J.t Roberts, Short Introduction to Language and Language teaching. (London: Batsford Academic and Education.1983). P. 195

<sup>16</sup> Usman, Basyiruddin-Asnawir, Media pembelajaran.( Jakarta: Ciputat pers.2002) p.93

10. <http://www.thefreedictionary.com/language+laboratory>

<sup>18</sup> <http://www.yourdictionary.com/language-laboratoryed>.

### **C. The Role of Language Laboratory in Teaching and Learning English**

#### **1. The purpose of use language laboratory toward English**

Language laboratory is modern instructional media that use multimedia devices like Audio Visual Aids (AVA) that is media that can be heard and seen and can be seen and heard.

The purpose of use language laboratory is very establish in method and technique of teaching, in other word method and technique of teaching are has closed relation in the purpose of teaching.

The use of language laboratory is aimed in reaching the purpose that is the purpose of audio media and the purpose of visual media. The purpose of audio and visual media.

#### **2. The benefits of Language Laboratory in teaching and Learning English**

To carried out effective teaching and learning activity, the role of language laboratory as medium of teaching is very helpful to reach the purpose of teaching and by the language laboratory will help students to improve their English.

The benefit of language laboratory in teaching and learning English as follow:

1. Each student has the opportunity to hear native speech clearly and distinctly.
2. The students may hear this authentic native speech as often as they need or desire

3. The taped lesson provides a constant and unwearying model of native speech for the students to endeavor to comprehend and to imitate.
4. In the language laboratory the students may listen to a great variety of foreign voices, both male and female, old and young.
5. In the laboratory booth, or alone with a cassette-player at home or in the dormitory, students achieve psychological isolation which releases them from some of the inhibition they feel about making strange foreign-language sound in front of other students. They can practice alone until they feel ready to produce utterances publicly.
6. Students may hear and use foreign language throughout the playing of the tape, instead of wasting time waiting for their turn in a large group, as in the usual classroom.
7. The students can take the chance of making mistakes without fear of the judgment of teacher or peers.
8. The tape can provide a realistic situational setting (with noises, interruptions, music, the voices of well-known personalities) in a way the teacher cannot hope to reproduce in the classroom. With a visual component in the carrel, this culturally appropriate situational effect is even stronger.

9. Students may hear different varieties of the language (e.g. British or American English; Parisian or Canadian French; continental or Brazilian Portuguese).<sup>19</sup>

In addition, language teachers and students can also encounter other possible advantages during lab session:

1. In the language lab session students can listen to different speakers recorded in high quality tapes.
2. In the language laboratory, each students can participate and practice as much as possible while repeating sentence aloud. If a listen-response-compare laboratory is available, the learner can record the lesson. Then he or she can listen and compare his or her own responses with those of the tape.
3. The language laboratory makes oral –aural assessments easier since teachers may separately evaluate students; thus, learners will not have access to other people's answer. During an oral exam the teacher can focus on the oral production of the students he or she is interviewing. Afterwards he or she can listen to the tape and take notes and make corrections. A feedback form with mistakes can be given to students as well.<sup>20</sup>

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<sup>19</sup> Wilga M. Rivers. Teaching Foreign Language Skills. 9Chicago London: The University of Chicago press. 1981). P 402-403

As said above, messages of education that helped by using media like language laboratory can make teaching and learning process will be easier and it can develop students motivation in learning English, so the objectives of teaching can be reached effectively.

The disadvantages of language laboratory as follow:

1. Access may be limited
2. Skills and training may be required
3. Time
4. Knowledge & material
5. More preparation needed by the teacher
6. Students might lack focus

#### **D. Characteristics in Using Language Laboratory**

Every media has certain characteristics, whether it see from the way making or the way using. Characteristic of media also can see in ability in raising stimulus of senses whether sense of sight, sense of hearing, sense of touch and sense of smell.

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<sup>20</sup> Celce-Murcia, M., Brinton, D. & Goodwin, J. **Teaching Pronunciation**. (Cambridge: Cambridge University Press.1996).

Understanding about characteristics of teaching media is basic ability that have to had by teacher in using the media. Beside that it can give various possibility to teacher to use various methods in teaching.

Following will discuss about the characteristics language laboratory as a media especially to improve ability in speaking.

Language laboratory multimedia is teaching medium to improve students ability in speaking by using various equipments especially audio visual equipment namely tool that can hear and see. The equipment that commonly used in language laboratory multimedia is tape recorder, cassette, television and film/video.

a. Tape recorder

Tape recorder is often called video cassette recorder (VCR) or Video Tape Recorder (VTR). This tool can record picture and voice in the same time. When needed it, the picture and voice that have been recorded can be appeared again or erased to replaced with the other if needed. Because it has function like that so VTR can became as learning media.<sup>21</sup>

The advantages of Video tape recorder (VTR):

1. Can record an event with the voice in the same time and can replay again past event.
2. Video tape recorder is suitable for all lesson and for all class.
3. Video tape recorder can do slow motion so that the movements or whatever have been recorded can be seen carefully.

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<sup>21</sup> Rodhatul Jennah, Media Pembelajaran.( Banjarmasin: Antasari Press.2009). p 114-115



The disadvantages of Video tape recorder (VTR):

1. Communication just one purpose without feedback communication.
2. By using the video tape recorder students often want to watch not to follow.
3. Equipments that used is expensive
4. It have to using electricity

b. Television

Television is an electronic motion picture with conjoined or attendant sound; both picture and sound reach the eye and ear simultaneously from a remote broadcast point.<sup>22</sup>

The advantages of television:

- a. Television plays an important role in our daily activities: it keeps us informed of all current affairs in the world. Events through television are more vivid than those through books and magazines.
- b. . Television helps us enrich our spiritual lives. Our knowledge is broadened in many ways. Through language teaching programs, we can learn the language we like such as: English, French, German, Chinese, Japanese and so on. We can become

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<sup>22</sup> Usman, Basyirudin-Asnawir. Media Pembelajaran. (Jakarta: Ciputat pers.2002).p 101

skilful and clever at doing jobs, making cakes or arranging flowers through practical courses taught on television.

- c. Television is a source of recreation. Humorous stories and funny films bring us minutes of relaxation after a hard day's work. For me, sitting comfortably in an arm-chair to watch an international football match on television is more interesting than having to queue for tickets at a crowded stadium.

The disadvantages of television:

- a. Television viewers gradually become passive in their action. Television may be a splendid media of communication, but it prevents us from communicating with each other or with the outer world. The world seen through television is only the restricted one: It separates us from the real world.
- b. television, with its fascinating power, makes people of all ages sink into oblivion: whole generations are growing up addicted to the telly. Pupils and students are so absorbed in television that they neglect their school activities.
- c. The evil influence of television on the young generation is inevitable; it encourages them to commit crimes. Spectacles of sadism and violence on television lead them to robbery, theft, rape and murder.<sup>23</sup>
- a. Basic Equipments for teacher

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<sup>23</sup> <http://language123.blogspot.com/2008/07/advantages-and-disadvantages-of.html>

Usually kind of laboratory equipment for teacher consists of a master console that has:

1. Distribution switches to enable teacher to direct the recorded program to the selected student booths so that students can work in pairs or in groups. Students in the same group can listen to the same program.
2. Intercom switches to enable a two – way conversation between the teacher and any individual student so that the teacher can correct or comment if necessary.
3. Monitoring switches to enable the teacher to listen to any one student.
4. Group call switch to enable the teacher to give announcements to a certain group while the students in the group are listening to the program / tape. Thus, students are able to listen to both sounds.
5. All call switch to enable the teacher to give announcements to all students, but to stop temporarily the program / tape they are listening to.<sup>24</sup>

Functions of master Console:

1. Live Audio & Video broadcasting

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<sup>24</sup> <http://puslit2.petra.ac.id/ejournal/index.php/ing/article/view file/15475/15467>

- To broadcast live Audio and Video from news and educational channels of TV or from internet.
- To broadcast the teacher's screen or a selected student's to other computers.
- To broadcast Audio and Video from any analog source i.e. DVD, MP3 & CD etc.

## 2. Monitoring the student's workstations

- To Monitor students' screens as a whole and also on individual basis from the teacher's workstation
- To take control or terminate applications on any student computer

## 3. Speech drill exercises

To practice voice based activities like speech drill exercises through model imitation, voice recording, voice graph and variable speed playback to neutralize accent & acquire fluency

## 4. Group Discussions

- To bring the students into random or standard groups to conduct group discussions and role plays from their workstations.

- Live recording of discussion content for each group so that the teacher can provide feedback on their performance

#### 5. Content Authoring and Conducting online examination

- To combine text, video, images and audio to design customized course materials.
- To create, edit and score exams, quizzes and tests using text, graphics, audio and video.<sup>25</sup>

The purpose of Console:

- Stay in control- Monitoring the students from the teacher's PC when they are on self learning.
  - Reinforce learning- Facilitating broadcast and sharing files from Teacher's PC to the other student workstations through audio, video, text and image.
  - Teaching with software that is approachable- Pairing and grouping the students to facilitate group discussions. Content authoring to create course material, and tests.
  - To ensure the best learning results.<sup>26</sup>
- Basic Equipment for student

Equipments for students consist of booth that has:

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<sup>25</sup> <http://www.worddefence.com/definition/console>

<sup>26</sup> *ibid*

1. Headset is a headphone combined with a microphone. Headsets provide the equivalent functionality of a telephone handset with hands-free operation. Headsets typically have only one speaker like a telephone, but also come with speakers for both ears. They have many uses including in call centers and other telephone-intensive jobs and for personal use at the computer to facilitate comfortable simultaneous conversation and typing.<sup>27</sup>
2. Tape Recorder is a tool to record student voice through cassette recorder.

#### **E. Methods in Using language Laboratory**

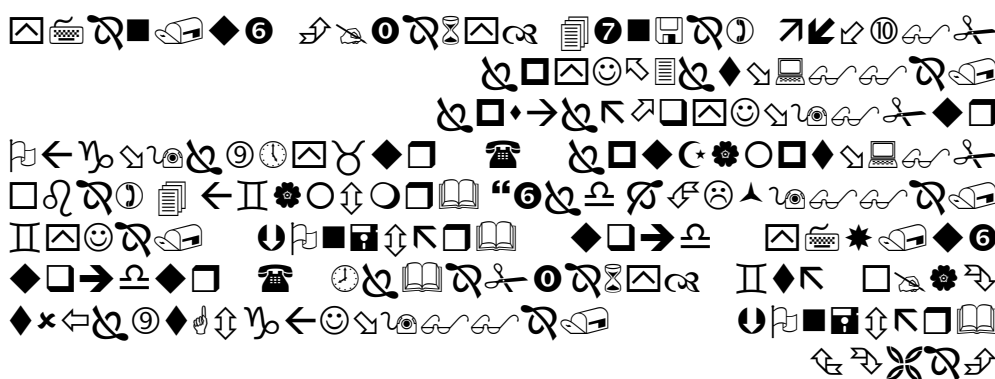
In teaching and learning process there are 2 important element namely method and media. In teaching and learning process teachers not have to use only one method, but they have to use various method so that teaching and learning process can be reached easier and the class will be interesting.

As known teachers need some methods for making easily and effectively in learning process. Before the writer explain about the methods which used in teaching activity in language laboratory it is better to know what means of the method is.

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<sup>27</sup> <http://www.en.wikipedia.org/wiki/headset>

The word method is derived from Greek, namely “Metodos”, it means “way”.<sup>28</sup> According to Syaiful Bahri Djamarah and Aswan Zain on his book Strategi Belajar Mengajar defines that method is the way which used for reaching the planned goal before.<sup>29</sup> It means that the method is the ways to present English for students programatically systematically to gain the particular objective effectively and efficiently. So as a teacher have to choose the exact method which appropriates with age, situation and environment, so the students will be enthusiastic to learn English. In the application the most important thing to be achieved by a teacher is selecting and using of an exact method and effective technique in every lesson given. It is in harmony with Allah the Almighty says in the Holy Qur'an Surah An-Nahl ayat 125 as follow:



The verse above explains about how to say with other people. In this case how to teach the students with judgment. In order to they will feel enjoy in learning English.

<sup>28</sup> Tayar Yusuf and Syaiful Anwar, Metodologi Pengajaran Agama dan Bahasa Arab.( Jakarta: Raya Grafindo Persada.1995).P.1

<sup>29</sup> Syaiful Bahri Djamarah and Azwan Zain, Strategi Belajar Mengajar (.Jakarta: Rineka Cipta.1996).P.42

Method is very important to reach the purpose of learning. The successful and unsuccessful of teaching learning process is visible from the used method with selecting right method the teaching learning will run well. On the contrary using and selecting in appropriate method will cause unreachable purpose of learning.

In Using language laboratory, there are several methods that can be used as follow:

1. Audio Lingual method
2. Eclectic Method
3. Phonetic Method
4. Practice-theory Method

a. Audio Lingual Method

The Audio lingual Method is a method of foreign or second language teaching which emphasizes the teaching of speaking and listening before reading and writing. It uses dialogues as the main form of language presentation and drills as the main training techniques. Mother tongue is discouraged in the classroom. It is also called aural-oral method or mim-mem method.<sup>30</sup>

Characteristics of the Audio lingual Method:

1. New material is presented in dialogue form.

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<sup>30</sup> <http://homepage.ntlworld.com/vivian.c/SLA/Krashen.htm>



2. There is dependence on mimicry, memorization of set phrases, and overlearning
3. Structures are sequenced by means of contrastive analysis taught one at a time.
4. Structural patterns are taught using repetitive drills.
5. There is little or no grammatical explanation. Grammar is taught by inductive analogy rather than by deductive explanation.
6. Vocabulary is strictly limited and learned in context.
7. There is much use of tapes, language labs, and visual aids.
8. Great importance is attached to pronunciation.
9. Very little use of the mother tongue by teachers is permitted.
10. Successful responses are immediately reinforced.
11. There is a great effort to get students to produce error-free utterance.
12. There is a tendency to manipulate language and disregard content.<sup>31</sup>

b. Eclectic Method

In this method, teaching begins speaking, writing, comprehension and reading. This learning activity called oral practice, reading aloud and question answer.<sup>32</sup>

In this method all language skills such as speaking, reading, writing and listening are same portion and emphases in the teaching goal.

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<sup>31</sup> ibid

<sup>32</sup> Mulyanto Soemardi, *Pengajaran Bahasa Asing*.( Jakarta: Bulan Bintang.1974). P. 37

Students can speak more in foreign language individually or group of students, between teacher and students.

Eclectic method offers the material with some combination methods. For example direct method and Grammar translation method (GTM). Even added with reading method which used in the same time of learning situation. After speaking, teacher can ask their students to read the material that have been listened. If the teachers have any time, they continue their explanation about sentence structures and translation. So this method not only emphasizes one aspect of language skill but the ability of language skills, passively or actively.

c. Phonetic Method

Phonetic method also known as a reform method or oral method.<sup>33</sup>

The lesson begins listening exercise and then pronunciation drill of word, short sentence, long sentence or even the story. Learning material is written any phonetic not spelling. Grammar is taught.

d. Theory-Practice Method

Theory-practice method, priorities practice than theory, usually 7:3 sample units of sentences.<sup>34</sup> The sample of unit sentences are memorized or imitated to the tape recorder and then the sentences are analyzed by phonetically structural method. The advantages of this method is to

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<sup>33</sup> Ibid.P. 40

<sup>34</sup> Ibid. P. 39

increases the students abilities to memorize the theory. The students are more active and discipline to memorize and master the vocabulary.

So we can use some methods above like audio lingual method, eclectic method, phonetic method and theory-practice method in teaching learning process to get the teaching goals, and teachers can use them depend on time and situation of teaching and learning process, what the most suitable method that they must use in teaching activity.

In using language laboratory, the success or not teaching and learning process is depend on the influential factors . Some influential factors of the use of language laboratory in teaching and learning English are:

a. Teacher skill in using language laboratory

Teacher skill in using language laboratory is very important , because by mastered some techniques in using language laboratory it will be make them easy to explain the lesson and operate the equipments in the language laboratory.

In language laboratory role of teacher is as facilitator that help students in learning activity and teacher have to give opportunity to students to express their idea. There are some things that have to done by teacher in teaching and learning activity:

1. Organize the language laboratory before the class begin.
2. Give practice solution if there is equipment can not operate.
3. Give instruction to student what should they do.

4. Observe the students activity
5. Help students difficulties
6. Give support to students
7. Answer the student question
8. Give instruction to student about what should they do if finish the activity before the other.
9. Close the lesson like in class room.<sup>35</sup>

b. Student interest

Student interest is very important thing in teaching and learning process. Higher and lower result that student get is depend on interest and attention. Because by the interest can improve their motivation in learning and learning result that they wanted can be reach.

By using language laboratory, can elicit student interest. Learning in language laboratory can make student concentrate longer than in classroom because they learn individually in each booth . So they can improve their listening and speaking ability easily.

c. Facilities

As a learning media that use for education, language laboratory is important for speaking and listening skill of

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<sup>35</sup> Mary Underwood, pengelolaan kelas yang efektif alih bahasa oleh susi purwoko.(Jakarta: Arcan 2000)P.99-100

students. In language laboratory has complete facilities like earphone, microphone, preamplifiers, tape recorder, booth, control console, monitor system, control switches, tape duplication facilities, television, Video compact disc (VCD) etc. The facilities can make teaching and learning be easier for teacher to teach the material and also student can get the optimal learning activity in language laboratory.

Teacher must select and prepare the material for use in language laboratory. They should be monitor the activities of students and help students if they find some difficulties.

d. Time allocation in using language laboratory

Time is very influence in using language laboratory. If the time of using language laboratory have been organized teacher can do teaching and learning activity well. Teacher have to estimate the time in using language laboratory in teaching and learning activity, what should they do in pre activities, while activities and post activities, how many time in pre, while and post activities so that learning goal can be reach.

### **CHAPTER III**

#### **METHODOLOGY OF RESEARCH**

##### **A. Population and Sample**

###### **1. Population**

The population of this research are 3 English teachers and 275 students' of the second and the third classes of MTsN Banjar selatan Mahligai location.

The data of the students' population can be seen in the following table:

**Table 1**

The number of students population at MTsN Banjar Selatan Mahligai location  
academic year 2010/2011

No	Class	Number of students		Total
		Female	Male	
1	VIII C	18	11	29
2.	VIII D	15	15	30
3.	VIII E	17	13	30
4.	VIII F	9	19	28
5.	VIII G	12	17	29
6.	IX D	17	16	33
7.	IX E	21	9	30
8.	IX F	13	20	33
9	IX G	15	17	33
TOTAL				275

## 2. Sample

Because the population in this research is large, therefore the writer need to take sample by using proportional stratified random sampling technique. The numbers of sample are 68 or 25% from the total population and three English teachers that using language laboratory. The further information about the sample can be seen at the table below:

**Table 2**

**Sample of research**

No	Class	Number of students	Sample
1.	VIII C	29	9

2.	VIII D	30	8
3.	VIII E	30	8
4.	VIII F	28	8
5.	VIII G	29	9
6.	IX D	33	7
7.	IX E	30	6
8.	IX F	33	6
9.	IX G	33	7
	Total		68

## **B. Data, Source data, and techniques of data collecting**

### **1. Data**

#### **a. Primary data**

1. The data about the use of language laboratory in English Teaching at MTsN Banjar Selatan (Mahligai located) consist of:
  - a. The use of language laboratory in English teaching by English teacher
2. The data about the Benefits of language laboratory in teaching and learning English
  - a). Advantages of language laboratory in teaching and learning English.



- b). Disadvantages of language laboratory in teaching and learning English

#### **b. Secondary data**

1. The data about a brief history of MTsN Banjar Selatan (Mahligai location) Banjarmasin.
2. Description about teachers and administration staff
3. Description about students

#### **2. Source of Data**

- a. Respondents: 3 English teachers, and 70 students of second and third grade.
- b. Informants: Headmaster and administration staff

#### **3. Techniques of data collecting**

The researcher uses four techniques of data collection:

- a. Observation

This technique is used to observe the primary data and to look for the data which is needed directly such as:

1. The use of language laboratory by English teacher
2. The strategy used by the English teachers in teaching English in the language laboratory
3. Students interest
4. Teacher skill in operate the language laboratory
5. Facility

#### b. Questionnaire

This technique is used to collect the data about:

1. The use of language laboratory by English teach
2. Students interest
3. Facility
4. Time allocation in using language laboratory

#### C. Interview

This technique is used to collect some primary data which being sources of the data in this research. The writer interviews 3 English teachers, head master, staff administration and some students.

#### D. Documentary

This technique is used to collect the secondary data that is looking for all written reports or documents, which are keep any detailed records of brief history of MTsN Banjar Selatan (Mahligai location) Banjarmasin.

To know more closely of those data, source of data, and technique of collecting data, the following matrix will be helpful.

**MATRIX**  
**DATA, SOURCE OF DATA, AND TECHNIQUE OF DATA COLLECTING**

NO	DATA	SOURCE OF DATA	TECHNIQUE OF DATA COLLECTING
1	Primary data about the Use of language laboratory in teaching English at MTSN Banjar Selatan (Mahligai location) Banjarmasin:	Teacher	Observation, questionnaire and interview
2.	a. The use of language laboratory by English teacher.  The benefits of language laboratory teaching and learning English at MTSN Banjar Selatan (Mahligai location) Banjarmasin:		

3.	a. Advantages of language laboratory	Teacher/student	Observation, questionnaire, and interview
	b. Disadvantages of language laboratory	Teacher/students	Observation, and questionnaire
	Secondary data		
	a. Brief history of MTSN Banjar Selatan (Mahligai location) Banjarmasin	Headmaster	Interview
	b. Description about the teachers and administration staff.	Administration staffs	Documentary
	c. Description about the students	Administration staffs	Documentary

## 5. Techniques of Data Processing and Analysis

### 1. Data processing

#### a. Editing

This technique is used to examine all the collected data to make certain whether have already completed or not.

#### b. Coding

This technique is used to make certain codes on all collected data to classify them into each certain category.

#### c. Tabulating

The researcher tabulates data all the collected based on the frequency computation by using the following formula:

$$P = \frac{F}{N} \times 100\%$$

Note

P=Percentage

F= Frequency of answer from respondents

N= Total number of respondents

After that, all percentages are interpreted by using following categorize:

0%-< 20%	: Poor category
20%-< 40%	: Low category
40%-<60%	: Middle category
60%-< 80%	: Good category
80%-100%	: Excellent category

## **2. Data analysis**

After all the collected data have been processed, the writer analysis them by description qualitative analysis.

## **7. Research Procedure**

Some step that are passed though in this research, they are:

### **1. Preliminary Step**

- a. To hold a prior observation in the research object.
- b. To discuss the result of the previous observation with the writer's advisor.
- c. To make a research design proposal to be approved by the bureau of paper research of Islamic Education Faculty.

## **2. Preparatory Step**

- a. To hold a seminar on the research design proposal.
- b. To ask dean of Islamic Education Faculty for a written mandate to conduct the research.
- c. To make data instrument.
- d. To give written Mandate to conduct research to the research location.

## **3. Research Step**

- a. To conduct all respondents and information that are need to obtain the data.
- b. To collect data.
- c. To process in the procedural way, then analyze them properly

## **4. Organization step**

All the obtained data are complete, the writer soon organize them in the form of this study based on continual guide and consultation with the writer advisor. After that, this study is approved and ready to examine in the opening form.







