

## **CHAPTER IV**

### **REPORT OF RESEARCH RESULT**

#### **A. Data Presentation**

This subchapter presents the data that have been collected through observation, questionnaire, and documentary. The data that have been collected are presented in description.

1. The use of language laboratory in teaching and learning English at MTsN Banjar Selatan Mahligai Location

To know how the use of language laboratory in teaching and learning English at MTsN Banjar Selatan Mahligai Location, there are some indicators that used.

- a. The use of language laboratory by English teacher

The use of language laboratory in teaching and learning English at MTsN Banjar Selatan Mahligai Location focuses on improving the students ability in listening and speaking aspects. The number of teacher that use language laboratory are three teachers.

From the data that have been collected through observation to three English teachers, the result the writer can get are:

First observation is in ninth grade the teacher is Mr. Ahmad Affandi S.Pd I. the topic is “Short Message Service” (SMS), before he began the lesson he checked equipments in language laboratory for his students he is very skilled operate it and if there is student that have difficulties using it he helped them.

In his topic he used hand phone as media and then English book as learning source, but he did not use tape recorder or VCD because there is not cassette or CD that relate on the topic. He read the dialogue twice by his self and the students listened him. At the time the learning situation is silent all of students enjoy and listened the dialogue, if there is student that make trouble he admonished her directly. After that he asked students to answer the questions and he gave fifteen minutes to answer it, then he called the students name to answer the questions and wrote it in the white board. After all question have been answer answered Mr. Fandi asked the students is there any difficulties about the material? And then the student asked some difficult word to him and he answered it directly. He always answer students question whether it is individually or in group. But when the time is up he did not conclude the material. In this topic he used eclectic method.

Next observation the writer observed Mrs. Sofa class. The material is about “Things in The Classroom. Before she explained the

topic she checked the equipments in the language laboratory, she is very skilled operate it. in this material the device that she used is VCD. She asked the students to listened the story and learning situation is enjoy but there is some student that make noisy he admonished them directly. After the story end, she asked students to listened and repeat what is she said, she said the things in the classroom that found in the story she asked students to remember and memorize it. After that she asked students to answer the questions and gave fifteen minutes to answer it. she called student name to answer the question if the student can not answer it she shifted the question to another student. In this material she used mimicry memorization method. When the time is up she did not conclude the material.

Final observation the writer observed the third English teacher namely Mr. Yani S.Ag. Before he began the lesson he checked the equipments after that he checked students attendance and they are complete. The topic he taught is about “Animal”, in this topic he used VCD for the device and English book as learning source. He asked students to listened the story but the learning situation is very noise but Mr. Yani did not admonish them. After the story end she asked students to answer the questions and gave fifteen minutes to answer it. After that he checked students answer and apparently most of them can not answer because they did not listen the story, so he answered the

question by his self. After that he asked the students about the difficulties in the topic, many of them asked and he answer it directly. . He did not conclude the material when the time is up. In this topic he used practice-theory method.

To know about students' like or dislike toward teacher technique that they use in teaching English at language laboratory can be seen on table below:

**Table 4. 1.Distribution Frequency Students' Like and Dislike Toward Teacher Method in Teaching English at Language Laboratory**

No	Class	Category	Frequency	Percentage
1	VIII	Like	31	45, 59
		Less Like	8	11,77
		Dislike	0	0
2	IX	Like	25	36,76
		Less Like	4	5,9
		Dislike	0	0
	Total		68	100

The data above indicates that, students' eight grade that who like teachers methods is 45,59% it is categorized into middle category, 11,77 said less like categorized into poor category and 0% that said dislike categorized into poor category, for ninth grade that said like are 36,76% it

is categorized as low category, 5,9 said less like categorized as poor category and 0% said dislike categorized as poor category.

To know about students' comprehension toward teacher explanation/instruction in teaching English at language laboratory can be seen on table below:

**Table 4. 2. Students' Comprehension Toward Teacher Explanation/Instruction in Teaching English at Language Laboratory**

No	Class	Category	Frequency	Percentage
1	VIII	Good	17	25
		Fair	22	32,35
		Poor	0	0
2	IX	Good	11	16,18
		Fair	17	25
		Poor	1	1,47
Total			68	100

The data above indicates that several students do not understand teachers explanation well.

**b. The Benefits the Students' can Get From the Use of Language Laboratory in Teaching and Learning English**

From the interview and questionnaire the benefits can students' get from the use of language laboratory in teaching and learning English are as follow:

1. Learning in the language laboratory make students' easy to learn English and to understand it.
2. Learning in the language laboratory make students' more active and speak English fluently.
3. Learning in the language laboratory make students' more concentrate and individuality.
4. Learning in the language laboratory can improve students ability in listening and speaking skill.
5. Learning in the language laboratory encouraged students' to study.
6. Learning in the language laboratory develop students motivation in learning English.
7. Learning in the language laboratory make students' grade in English be better.
8. Learning in the language laboratory make students' feel more comfortable.

To know about the students' ability in listening and speaking skill after they learn in the language laboratory can be seen on table below:

**Table 4.3. Distribution frequency students' improvement in listening and speaking skill after they learn in the language laboratory**

No	Category	Frequency	Percentage
1.	Is improvement	49	72
2.	Does not improvement	19	23
Total		68	100

From the table above indicates that the students' ability in listening and speaking skill after they learn in the language laboratory 72% is improvement categorized as good category and 23% does not improvement categorized as low category.

To know about whether the use of language laboratory can develop students' learning motivation, can be seen on the table below:

**Table 4.4. Distribution Frequency Students' Learning Motivation in Learning English at Language Laboratory**

No	Category	Frequency	Percentage
1	Is motivate	68	100
2	Does not motivate	0	0
Total		68	100

From the student's questionnaire about motivation if they learn English in the language laboratory 100% is motivate categorized in excellent category, and 0% does not motivate categorized in poor category.

## **2. Factors Influence the Students Understanding the Lesson Using Language laboratory .**

### **a. Teacher skill in operate language laboratory**

From students' questionnaire about teacher skill in operate language laboratory, can be seen on table below:

**Table 4.5. Distribution Frequency Teacher Skill in Operate Language laboratory**

No	Class	Category	Frequency	Percentage
1.	VIII	Able	42	61,76
		Quite Able	0	0
		Not Able	0	0
2.	IX	Able	26	38,24
		Quite Able	0	0
		Not Able	0	0
Total			68	100

From the table above indicates that teacher skill in operate language laboratory, for eight grade 61,76% said able categorized in good category, 0% said quite able categorized in poor category and 0% said not able categorized in poor category. And for ninth grade 38,24% said able categorized as low category, 0% said quite able categorized as poor category and 0% said not able categorized as poor category.

From students' questionnaire about teacher ability in helping students' difficulties can be seen on table below:

**Table 4.6. Distribution Frequency Teacher Ability in Helping Students' Difficulties**

No	Class	Category	Frequency	Percentage
1.	VIII	Always	36	53
		Sometimes	6	8,823
		Never	0	0
2.	IX	Always	19	28
		Sometimes	7	10,294
		Never	0	0
Total			68	100

The table above indicates that teacher ability in helping students' difficulties, from eight grade 53% said always categorized as middle category, 8,823% said sometimes categorized as poor category and 0% said never categorized as poor category. For ninth grade 28% said always categorized in poor category, 10,294% said sometimes categorized in poor category and 0% said never categorized in poor category.

To know about the teacher ability in answer students question in the language laboratory can be seen on the table as follow:

**Table 4.7. Distribution Frequency Teacher Ability in Answer Students Questions In the Language Laboratory**

No	Class	Category	Frequency	Percentage
1.	VIII	Always	27	39,7
		Sometimes	15	22
		Never	0	0
2.	IX	Always	20	29,4
		Sometimes	6	8,9
		Never	0	0
Total			68	100

The table above indicates that teacher ability in answer students questions in the language laboratory, for eight grade 39,7% said always categorized in low category, 22% said sometimes can in low category and 0% said never categorized in poor category. And for ninth grade 29,4% said always categorized in low category, 8,9% said sometimes categorized in poor category and 0% said never categorized in poor category.

From students questionnaire about the students attention toward English lesson in language laboratory can be seen on table below:

**Table 4.8. Distribution Frequency Students Attention Toward English Lesson in  
Language Laboratory**

No	Class	Category	Frequency	Percentage
1.	VIII	Always pay attention	42	61,76
		Sometimes pay	0	0
		attention	0	0
		Never pay attention		
2.	IX	Always pay attention	26	38,23
		Sometimes pay	0	0
		attention	0	0
		Never pay attention		
Total			68	100

From the table it is identified for eight grade 61,76% said always pay attention categorized as good category, 0% said sometimes pay attention categorized as poor category and 0% said never pay attention categorized as poor category. And for ninth grade 38,23% said always pay attention categorized in low category, 0% said sometimes pay attention categorized in poor category and 0% said never pay attention categorized in poor category.

To know about the learning situation in language laboratory  
can be seen on table below:

**Table 4.9. Distribution Frequency Students Learning Situation in Language Laboratory**

No	Class	Category	Frequency	Percentage
1.	VIII	Silent	16	23,5
		Quite silent	26	38,2
		Noisy	0	0
2.	IX	Silent	16	23,5
		Quite Silent	10	14,7
		Noisy	0	0
Total			68	100

From the table above it is identified that for eight grade 23.5% said silent categorized in low category, 38,2% said quite silent categorized in low category and 0% said noisy categorized in poor category. And for ninth grade 14,7% said silent categorized as poor category, 23,5% said quite silent categorized as low category and 0% said noisy categorized as poor category.

b.Students' interest

Description about student interest toward English lesson can be seen on the table below:

**Table 4.10. Distribution Frequency Students Interest Toward English Lesson**

No	Category	Frequency	Percentage (%)
1.	Like very much	43	63,2
2.	Like	23	33,3
3.	Dislike	2	3
Total		68	100

The table above indicates that 63,23% like English very much categorized as good category, 33,3 % like it categorized as low category, and 3 % dislike categorized as poor category.

To know about students activeness to attend English class in language laboratory can be seen on table below:

**Table 4.11 .Distribution Frequency Students' Activeness to Attend English Class in Language Laboratory**

No	Category	Frequency	Percentage (%)
1.	Always present	68	100
2.	Sometime present	0	0
3.	Never present	0	0
Total		68	100

The table show that 100% said always present categorized in Excellent category, 0% said sometime present categorized in poor category and 0% said never present categorized in poor category.

Description about students learning or not learning before they English class begin in language laboratory can be seen on table below:

**Table 4.12. Distribution Frequency Students Learning or not Learning Before English Class Begin in Language Laboratory**

No	Category	Frequency	Percentage (%)
1.	Always	17	25
2.	Sometime	44	64,7
3.	Never	7	10,3
Total		68	100

The table above indicates that 25% said always categorized as low category, 64,7% said sometime categorized as good category and 10,3% said never categorized as poor category.

c. Facility

From observation and documentary to language laboratory in MTsN Banjar selatan mahligai location, it has many equipment namely: teacher console, 41 unit student booth, 1 unit master control and power supply, 2 unit television, 1 unit Video Compact Disk (VCD), 41 unit student headset, 1 unit teacher headset, 41 set tape recorder (student cassette recorder), 41 unit student chair, 1 unit teacher chair, 1 unit air conditioner (AC).

To know about the description equipments that students used in language laboratory can be seen on table below:

**Table4.13. Distribution Frequency Description Students Equipments in Language Laboratory**

No	Category	Frequency	Percentage (%)
1.	Very good	10	14,7
2.	Good	30	44,11
3.	Broke	28	41,2
Total		68	100

The table above give information that the description students equipment in language laboratory 14,7% said very good categorized in poor category, 44,11% said good categorized in middle category and 41,2% said broke categorized in middle category.

d. Time allocation

From interview to all English teachers, they explain that to improve students ability in listening and speaking skill will more effective if using language laboratory. Because in the language laboratory students can express their idea or opinion easily rather than in the classroom. But in using language laboratory have to there is suitability between material and learning goal especially to improve students ability in language skill. Therefore before teaching and learning begin better for teacher to explain the learning goal firstly.

To know explain or not the goal of learning by teachers before teaching and learning begin can be seen on table below:

**Table 4.14. Distribution Frequency Explain or not Learning Goal Before English Lesson Begin in Language Laboratory**

No	Category	Frequency	Percentage (%)
1.	Always	46	67,64
2.	Sometimes	22	32,36
3.	Never	0	0
Total		68	100

The table above indicates that 67,64% said always categorized as good category, 32,36% said sometimes categorized as middle category and 0% said never categorized as poor category.

Based on observation and Documentary the writer get result that MTsN Banjar Selatan Mahligai location have schedule in using language laboratory to learning English can be seen on the table below:

**Table 4. 15. Schedule of Using Language Laboratory**

<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>
1.	VII A	VII E	VIII A
2.	VII A	VII E	VIII A
3.	VIII B	VII F	VIII B
4.	VIII B	VIII F	VIII B
5.	VII C	VII G	VIII C
6.	VII C	VII G	VIII C
7.	VII D	VII H	VIII D
8.	VII D	VII H	VIII D
<b>Time</b>	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>
1.	VIII E	IX B	IX D
2.	VIII E	IX B	IX D
3.	VIII F		IX E
4.	VIII F	IX C	IX E
5.	VIII G	IX C	IX F
6.	VIII G		IX F
7.	IX H		IX G
8.	IX H		IX G

Based on the table above can known that the schedule of using language laboratory in MTsN Banjar Selatan Mahligai Location for one class is once in a week and 2 hours or 2x 45 minute.

From students questionnaire about the use of language laboratory by students to practice English can be seen on table below:

**Table 4.16. Distribution Frequency of the Use of Language Laboratory  
By Students to Practice English**

<b>No</b>	<b>Category</b>	<b>Frequency</b>	<b>Percentage (%)</b>
1.	Always	0	0
2.	Sometimes	68	100
3.	Never	0	0
Total		68	100

The table indicates that 0% said always categorized as poor category, 100% said sometimes categorized as excellent category and 0% said never categorized as poor category.

Based on the interview to English teacher about the use of language laboratory, they said that although the use of language laboratory already awakened but the use of language laboratory still seldom in use because there are several problem like CD or Cassette about learning material is limited, some equipment can not operated, and then the capacity of electricity is limited. Therefore the frequency of using language laboratory is 2 times in a month for each class.

## **B. Data Analysis**

1. The use of language laboratory in teaching and learning English at MTsN Banjar Selatan (Mahligai)
  - a. The use of Language Laboratory by English Teacher

Based on the research result from observation and documentary can be known that language laboratory in MTsN Banjar Selatan (Mahligai) is used by all English teachers as a teaching medium with schedule that have been specified.

The use of language laboratory in MTsN Banjar Selatan (Mahligai) in teaching and learning process is to improve students ability and listening and speaking skill and they can mastered listening and speaking aspect. In the language laboratory teacher teach the material by give the learning matter that have been appropriated with learning program and based on the curriculum. teacher use different method in teaching that relate on the topic.

Based on the data in table 4.1 show that students like and dislike toward method that teacher use in learning English in language laboratory, 45,59% from eight grade said like includes in middle category, 11,77% said quite like includes in poor category and 0% said dislike includes in poor category. And for ninth grade 36,76% said like include in low category, 5,9% said quite like includes in poor category and 0% said dislike includes in poor category.

Based on the data, the writer concludes that the students likeness toward teacher method in teaching and learning at language laboratory is in middle category. While the data in table 4.2 about students comprehension toward teacher explanation or instruction in language laboratory 25% from eight grade said understand includes in low category, 32,25% said quite understand includes in low category, and 0% said not understand includes in poor category. And for ninth grade 16,18% said understand includes in poor category, 25% said quite understand includes in low category and 14,7% said not understand includes in poor category.

Based on the data, the writer concludes that the use of language laboratory by English teacher in MTsN Banjar Selatan is generally in low category. Thus, it is proven from observation and student questionnaire in table 4.1 and 4.2

**b. The benefit from using language laboratory in teaching and learning English**

From the data that the writer get from interview, and questionnaire describes that more of students like learning English in language laboratory, it is caused in language laboratory students can concentrate more and conscious in learning English, because it is supported on equipments/media that available there. In language laboratory students can listen voice of native speaker directly from cassette, and also students

can hold a dialogue and listen teacher and other students directly in English. This case is very important in improving students ability in listening and speaking skill and also it is make teacher easy to teach, so that teaching and learning will be effective and efficient.

From the data that found in table 4.3 about students' improvement in listening and speaking skill after they learn in the language laboratory, 72% from respondent said is improvement includes in good category, this case can be seen from students' learning motivation in learning English at language laboratory in table 4.4 100% said is motivate includes on excellent category.

From the data above, it shows that the benefit can the student get on using language laboratory in teaching and learning English is quite increased.

## **2. Factors Influence the Students Understanding the Lesson Using Language Laboratory .**

### **a. Teacher skill**

Based on the observation to English teacher show that the teachers has skill in using language laboratory and there is not difficulties in using equipments in the language laboratory.

Students conception toward teacher ability in operate language laboratory that found in table 4.5 61,76% for eight grade said able includes in good category, 0% said quite able includes on poor category and 0% said not able includes on poor category and ninth grade 38,24% said able includes on low category, 0% said quite able includes on poor category and 0% said not able includes on poor category So it is seen in middle category. While the data about teacher ability in helping students difficulties that found in table 4.6 show that 53% from eight grade said always help includes in middle category, 8,823% said sometimes includes on poor category and 0% said never includes on poor category and 28% from ninth grade said always help includes on low category, 10,294% said sometimes includes on poor category and 0% said never includes on poor category.

Thus, the writer concludes that teacher ability in helping students difficulties is in middle category .

. In table 4.7 about teacher ability in answering students question show that from eight grade 39,7% said always includes on low category and 22% said sometimes includes on low category and 0% said never includes on poor category for ninth grade 29,4% said always includes on low category , 8,9% said sometimes includes on poor category and 0% said never includes on poor category. From the data the writer concludes that teacher ability in answering students question is in low category.

While the data that found in table 4.8 about students attention toward English lesson in language laboratory 61,76% from eight grade said always pay attention includes on good category, 0% said sometimes pay attention includes on poor category, 0% said never pay attention includes on poor category and 38,23% from ninth grade said always pay attention includes on low category, 0% said sometimes pay attention includes on poor category and 0% said never pay attention includes on poor category. This case can be concluded in low category. In table 4.9 the data about students learning situation in language laboratory 23,5% from eight grade said silent includes on low category, 38,2% said quite silent includes on low category and 0% said noisy includes on poor category and 23,5% from ninth grade said silent includes on low category, 14,7% said quite silent includes on poor category and 0% said noisy includes on poor category. This case also can be concluded in low category.

Based on the data's above the writer concluded that English teacher in MTsN Banjar Selatan Mahligai location is quite able in using language laboratory.

b. Student interest

According to the data in table 4.10 about student interest toward English lesson 63,2% like very much it includes on good category, 33,3% like it includes on low category and 3% dislike it is includes on poor category. From the data The writer interprets that students interest toward English lesson is in middle category.

In table 4.11 about student activeness to attend English class in language laboratory 100% always present includes on excellent category, 0% said sometime present includes on poor category and 0% never present includes on poor category. It show that students activeness to attend English class in language laboratory included on excellent category.

In table 4.12 the data about students learning or not learning before English lesson begin in language laboratory 25% always includes on low category, 64,7% sometimes includes on good category and 10,3% never includes on poor category. This case also included on middle category.

From the data can be said that student interest learning English in language laboratory is in good category.

c. Facility

Based on the observation, and documentary show that language laboratory in MTsN Banjar Selatan Mahligai location has equipments namely: teacher console, 41 unit student booth, 1 unit master control and power supply, 2 unit television, 1 unit Video Compact Disk (VCD), 41 unit student headset, 1 unit teacher headset, 41 set tape recorder (student cassette recorder), 41 unit student chair, 1 unit teacher chair, 1 unit air conditioner (AC).

From interview to English teacher about the equipments in language laboratory, they said that, if observed from equipment standard quality it show that the equipments in language laboratory already obtain standard quality, and if there is broken equipment in language laboratory, they will be reported to head master.

There are some equipments in language laboratory that can not operate well namely 4 student headset and 4 student cassette recorder. In table 4.13 about description student equipment in language laboratory 14,7% said very good includes on poor category, 44,11 said good includes on middle category and 41,2 said broken includes on middle category.

Based on the data above show that MTsN Banjar Selatan Mahligai location has complete equipments but there is some equipments that broke.

d. Time Allocation

According to table 4.14 about explain or not learning goal before English lesson begin 67,64% always includes on good category, 32,36% sometimes includes on middle category. so it can be said that explain or not learning goal before English lesson begin is in good category.

Based on the documentary, about the use of language laboratory in teaching and learning English, MTsN Banjar Selatan has schedule as follow:

<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>
1.	VII A	VII E	VIII A
2.	VII A	VII E	VIII A
3.	VIII B	VII F	VIII B
4.	VIII B	VIII F	VIII B
5.	VII C	VII G	VIII C
6.	VII C	VII G	VIII C
7.	VII D	VII H	VIII D
8.	VII D	VII H	VIII D
<b>Time</b>	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>
1.	VIII E	IX B	IX D
2.	VIII E	IX B	IX D
3.	VIII F		IX E
4.	VIII F	IX C	IX E
5.	VIII G	IX C	IX F
6.	VIII G		IX F
7.	IX H		IX G
8.	IX H		IX G

From the data above can be known that frequency in using language laboratory in MTsN Banjar Selatan is once in a week for every class and 2 times (2x45 minute).

In table 4.23 about the use of language laboratory by student to practice English 100% from respondents said sometimes it is includes on excellent category.

From the observation to three English teachers about the use of language laboratory in teaching and learning English is seldom in use because the learning media is limited, like cassette or CD that suitable to the material and also there are several equipment can not operated, and then the capacity of electricity is limited. So the use of language laboratory for each class be 1-2 times in a month.

Based on the data above the writer concluded that the use of language laboratory in teaching and learning English in MTsN Banjar Selatan Mahligai Location is less in use.

