

# CHAPTER I

## INTRODUCTION

### A. Background of Study

Language is absolutely important tool of communication that individual has at their disposal. Many people have claimed that the possession of language is the single most important distinction between human and lower forms of life. All human, with a few pathological exceptions to discuss later, to acquire language; it is a universal human accomplishment. Up to this point, no human has acquired a language.

Language permits people to communicate a tremendous range of attitudes and information, biases and truths. It permits the building of tradition through which the person action and through can influence the thought of someone who lived hundreds of years earlier. It permits a degree of self-expression impossible to any other species. When used to describe event, it has an evocative power rivaling that of the events themselves. Further, language can be used to request information or action, to challenge, to command, and to perform many other functions.

Listening is the first step to explore in understanding of language. Moreover, listening is as the main foundation to learn language because everyone and even a baby speaks and uses the language, if he often listens. Result in, listening is the important part of element in language. Anderson (1972: 68) states that listening is a great listening process, knowing, and interpreting verbal

symbols. Meanwhile, **Tarigan (1993: 4)** declared that Listening skill is to listen and to understand the content of gathering materials. In other hand, Tarigan (1985: 19) listening is a process of grab to verbal symbols with careful, understanding, appreciation, and interpretation to obtain the information, to catch the content, and to understand the meaning of any communication submitted by the speaker through speech or spoken language.

Furthermore, listening is a gift that has been given by God to all humans. Listening is the main foundation of language skill. Someone cannot speak English fluently, if he never listens.

Everybody can do activities related to listening, such as; to listen speaker whose people ask to talk, to listen a news, to listen a music from variety of media; like that CD, DVD, cassette, mp3, mobile, etc. Media can be used in teaching learning process for listening skill. By the media, students will be more absorbed and easy to catch lesson quickly. For example, music becomes media if someone often listens to music. Automatically, he will know and spell the lyric of music by himself. As the result, media are often used by the teacher to make easy to teach and to learn.

Eventhough learning process has been supported by the media in teaching listening, however, it still finds some problems to be faced by students. Those problems are; the students seldom practice, teaching listening trough media has not been applied effectively by the teacher, the technique of learning is not variety where the process of teaching and learning only do by reading the text and then

the students asked to listen, they are distracted by background noise, and they cannot cope with not image. Therefore, to apply the media and teaching method using by the teacher that is one of the way to correct the learning process. To get that result, so it needs the complement media to support and to solve the development of teaching listening skill. One of media for teaching listening is by using language laboratory.

The Indonesia education official recommends each school to have one of facility to support the teaching and learning, including language teaching. The facility is called language laboratory (Language Lab). In KBBI (*Kamus Besar Bahasa Indonesia*) laboratory is defined as a place or room that completed by equipments to do an experiment or the simulation. In other hand, the language laboratory is an audio or audio-visual installation used as an aid in modern language teaching. Meanwhile, language laboratory means a room that completed by equipment to do language simulation or to improve someone' language skill. (*Wikipedia language lab, 2011*)

In another opinion, that Language Laboratory is the facility so support the teacher and students in teaching learning languages process. Also it can improve students listening skill.

In other side, it is stated that the using of language laboratory can improve students' listening skill in the university. There is the significant change through students in the result of listening skill. After word, do for three times, the score got more advance by students in the university. (*Iskandar, 2009*)

It is concluded that the language lab is the solution to learn the English language be better. The quality of the language proficiency will more increase when they learn it from the multimedia, digital, and computerized language lab.

As the result, the topic begin to interest to research is the use language laboratory to develop students' listening skill in junior high school of Cimenyan 1 Bandung.

## **B. The Research Questions**

In this research, it has the following three research questions:

1. What is the students' listening skill using language laboratory?
2. What is students' listening skill without using language laboratory?
3. How significant is the result of the students' listening skill using language laboratory and that of without using language laboratory?

## **C. The Purposes of Research**

According to the question formulated above, the purposes of the study are:

1. To find out the students' listening skill using language laboratory.
2. To find out students' listening skill without using language laboratory.
3. To find out the significat result of the students' listening skill using language laboratory and that of without using language laboratory.

## **D. The Significance of the Research**

There is the significance of the research can be formulated as follows: the result of this research is expected to give some contributions and understanding to English teacher about the important and useful of using language lab to develop students' listening skill.

## **E. Rationale**

Listening is the ability to identify and to understand what others say. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary and grasping his meaning Howart and Dakin (1974) cited in Goo and wills (2011:2). Besides, Emmert (1994:1) listening is an active process by which student receive construct meaning from and respond to spoken and nonverbal messages.

People think that listening and hearing have the same meaning. However, they are different. Rost (2002) says that hearing is the most grounded because it occurs in the real time and in the temporal continuum. Also he added that hearing is one of consciousness and attention. Moreover, he defined listening as the process where the listener and not only receive what the speaker says, but also constructing the meaning negotiates it with the speaker and through personal involved to transform what is heard.

. The language laboratory exists to help one to use technology effectively to communicate. It is not merely for learning a single language, but can be used for teaching a number of languages efficiently (Richards, 2001).

It is stated that the using of language laboratory can improve students' listening skill in the university. Conducting, there is the significant change through students in the result of listening skill. After that do for three times, the score got more advance by students in the university. (*Iskandar, 2009*)

The use of language laboratory is the best dialogue between the students and an electromagnetic tape and the apotheosis of the system of parrot learning. In short, it is a dehumanized method of language learning. (*Cooper, 2001*)

Moreover, Bygate (2001:15) expands that when tape recorder and language laboratories gradually came into existence in the 1950s, they were mainly used for pronunciation, grammar and translation practice, often in the context of courses named as such. Meanwhile, Antich et al (1988:175) "the main objective of the language laboratory are to make the individual practice of students more effective, and increase the productivity of language teachers who only need to focus on the student's production and the mistakes encountered"

In spite of, Deepika (2012) is suggested that teachers and researchers claim that there are benefits of using language laboratory. Some of the benefits are as follows:

The use of modern language laboratory will allow the students to learn any language and to improve their own speaking skill and develop their own language comprehension at an accelerated rate.

The teacher can monitor students (and talk to them) much more efficiently than in a regular classroom. In language laboratory they will continue working

without interruption. Besides, a teacher can interact with many more students since merely press or touches a button in order to be in contact with a student. Moreover, the language lab makes most efficient use of time, improving the teacher/student time ratio and allowing the instructor to maximize the use of time in a given lesson.

Listening skills are primary in becoming fluent. Even level II language laboratory help develop listening skill, allowing the students to focus on the spoken word and therefore enhancing their ability to repeat and understand the spoken language. In other words, the language laboratory helps students develop good listening skills and aid the process of communication. Students hear the correct language patterns all the time through their headsets instead of mimicking other students who may be pronouncing incorrectly. (Singh, 2013)

As the result, to fulfill the theoretical of the relationship between language laboratory as variable X and the students' listening skill as variable Y is according to the data investigated. The indicators used in the first variable (language laboratory) are preparation, presentation, and elaboration.

For indicators of the second variable (students' listening skill), the research determines the indicators of the skill in inactive, selective, active, and reflective.

The process of research will be held in the school of SMPN 1 Cimenyan. In this research, it takes the sample from 9<sup>th</sup> class. The planning of research

process will be divided become two group, they are experimental class and control class.

On experimental class, actually students will be placed in language laboratory as the teaching learning process. Pre-test will be administered to get first data research and to know each student's ability. The kind of pre-test will be used by filling the blank exercise and dictation exercise related to music, dialogue, and news listening practice. The media is used tests by supporting all of equipments available, including earphone and microphone where student can interactive the researcher easily. After gaining the pre-test result, the next step is doing some treatments using language laboratoy. After that, post-test is given to the students.

Meanwhile on the control class, students will be placed in the classroom where student usually do teaching learning process. The first step in this research is the same as experimental class. That is to do pre-test. The kind of pre-test gives is as same as experimental class. Although the media use is different, it is used by tape recorder and without earphone. After getting to know pre-test result, then it's continued to post test activity. The students in control class will get conventional teaching learning process without using language laboratory.

As the result, the recapitulation gets of both classes. They are experimental and control class. And then the data result both classes are analyzed by using statistic formula. So, the researcher will know the significant result and hypothesis from both data.



Understanding this conceptual framework of thinking, it can be described in following a figure process picture below:

### The Figure Process of Research

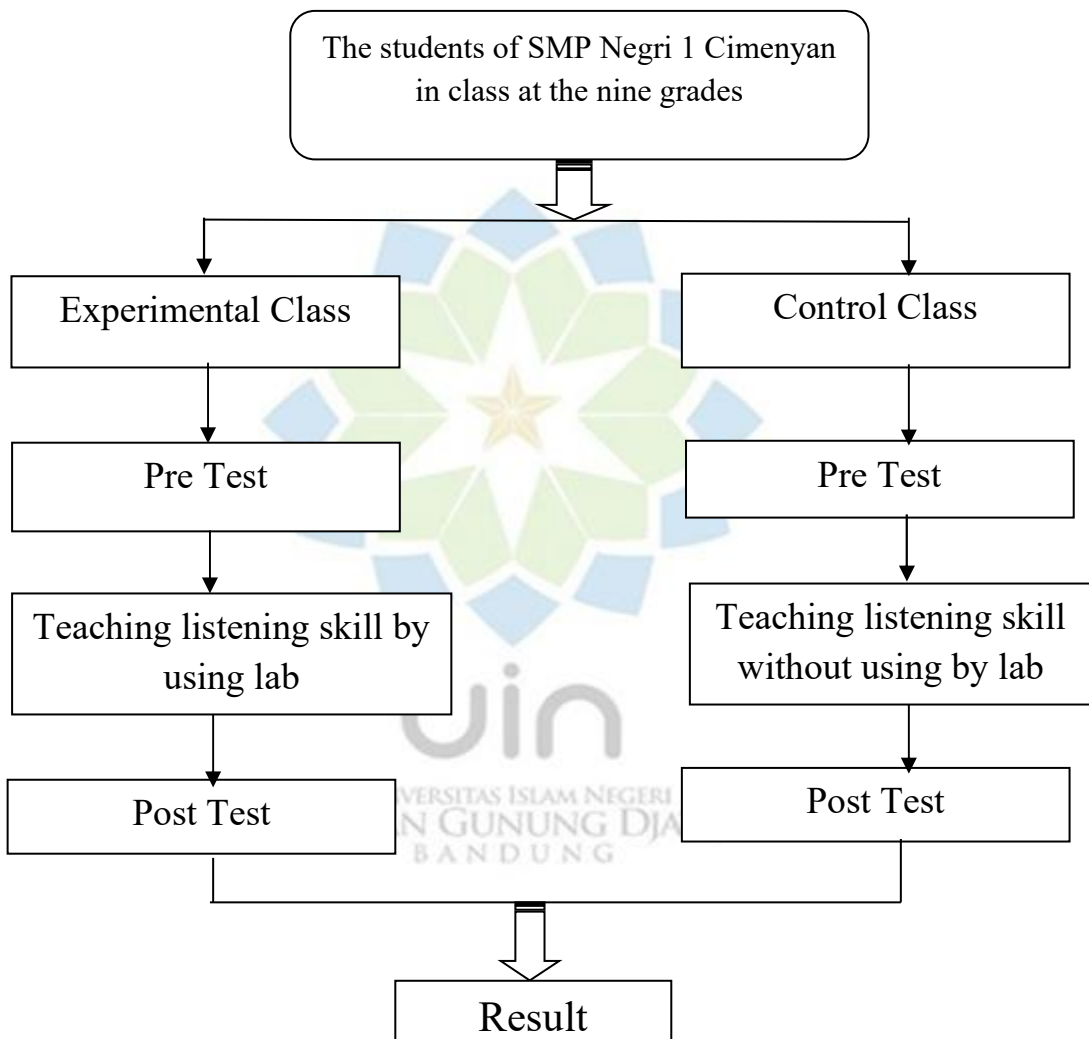


Figure 1.1. Process of Research

## **F. Hypothesis**

Hypothesis is a tentative assumption of the result of study. It is important to know whether it is right or wrong. The explanation above can be formulated as a hypothesis of the use of language laboratory in teaching English and its influence on the student's listening skill development.

1.  $H_0$  accepted if  $t_{\text{account}} < t_{\text{table}}$ : it means that there is no significant influence of the use of language laboratory on the students listening skill
2.  $H_1$  accepted if  $t_{\text{account}} > t_{\text{table}}$ : it means that there is significant influence the using of language laboratory on the students listening skill.

## **G. Methodology**

### **1. Method of Research**

Research method is the way of nature to get the data with purpose and useful, Sugiyono (2012:2). The kind of research used in this investigation is quantitative research. The data which was collected in this investigation is in terms of score. In spite of it, the method used is experiment method which has the purpose for knowing cause and effect (Subana, 2001: 139).

## **H. Source of Data**

### **1. Setting of Research**

The research plan takes place at Junior High School of SMP Negeri 1 Cimenyan west Java. Because the school has been SSN (*sekolah standar nasional*) standard nation of grade, the infrastructure and facility is completely

available. Also the facility for research is supporting enough, including the language laboratory.

Moreover, there are reasons that consider as follow; (1) In the same manner as students of SMPN 1 Cimenyan and other school, 9<sup>th</sup> class of students SMPN 1 Cimenyan has gotten listening skill based on the curriculum. (2) After doing the process of study, students must have adequate competence on listening. (3) Students of 9<sup>th</sup> SMPN 1 Cimenyan need to get guide intensively in listening skills. (4) The use of language laboratory in SMPN 1 Cimenyan has not been maximum and effective yet. Indeed, one of language teacher has not been understood to use the laboratory. In other word, the language laboratory is only used as a limited to the demands of the school and to fulfill the accreditation assessment.

## **2. Population**

Sugiyono (2012:80) stated that population is general wide that consist of object and subject has a quality and character by the researcher to study and make a conclusion.

The research plan uses IX A grades at Junior High School of SMP Negeri 1 Cimenyan west Java. They can be predicted about 50 students of class at the school. That case of research, it is divided into two groups as experimental group and control group. It is related to the statement of Arikunto (1989: 120). “If the population is less than 100, it is better to take all of them as a sample of investigation”.

In any case, the probability sample that is chosen is clustering sample. The students of IX A at SMP Negeri 1 Cimenyan are 50 students. Furthermore, the research number of all students is 20 students for experiment group and 30 students for control group.

### **3. Sample**

Arikunto (2012) is described that probability sampling techniques can call with Random Sampling. Random sampling / sampling probability sampling method is something that gives the same chance or opportunity to be taken to each element of the population. Means if there are 50 elements of the population and to be sampled is 25, then each of these elements has the possibility of  $25/50$  to be selected into the sample. The first condition that must be done to take a random sample is to obtain or create a sample frame or known as sampling frame.

## **I. Techniques of Collecting Data**

The technique that is used in this research for collecting the data are through:

### **1. Observation**

In this technique, the data that needed has been required in guidelines, and it collected by observing the process of study as long as the treatment of research is given. It is participant observation, when the research stands in research groups and plays the role as a teacher to observe the process of investigation clearly and specifically. Also it observes the condition of school completely to make the real report of the local circumstance. Then it has been taken from the headmaster's

data of the school. Hopefully, the specific situation and condition at SMP Negeri 1 Cimenyan west Java should know deeply for the complete research data.

## 2. Test

There are two kinds of test delivered to students as part of collecting data and supporting the result of research. They are prepared the material kinds of test as teaching learning in language laboratory. The materials used are the audio that taken by mp3, and the dialogues. They are taken from book are *Basic English 1 LPIA*. It's published LPIA course. And book of *langsung jago berbahasa inggris* which is published by Pustaka Makmur. Hopefully it can to get success make research paper to fulfillment the university. The tests which do in this research are divided are pre-test and post-test.

### a. Pre Test

The implementation of pre-test is conducted in class as standardized test which has the requirement of validity and reliability test. Besides, this data as the instrument between both of groups must be homogeneous to get balancing quality of the groups researched. It is objective test include of twenty points mixing questions such as; fill in the blank, matching, arraging random utterances or paragraph be correct. The exercises test by *forty* minutes duration, which are related to the subject material. The pre-test is used to measure the intelligent of students on their understanding acquisition before they are given the treatment of research.

## **b. Post Test**

The implementation of post-test is conducted in class as non standardized test, which have requirement of validity and reliable test before. Besides, the data as the instrument between both of groups must be homogeneous to get the real and objective test and essay test; include of twenty-four points with mixing questions, which are divided into variance question tests form. First, it is matching answer from coloumn to other coloum. Second, it is arranging random dialouge become correct conversation. Then, it is fill in the blank to answer the listening exercise. The examination is conducted in sixty minutes duration.

## **3. Treatments**

Treatment is the instruction on listening with one of the technique to influences dependent variables. The purpose of treatment is it to encourage student ability, especially experimental group, so that the result of student learning is more maximum and it as the evident research of different significantly. In this step, treatments are divided some meeting. In every meeting, the students are given variety treatments.

First, the treatment that be given is *recognizing sound words through pronunciation*. It is very suitable the begining to do, because it can be identified how the pragmatic and spelling of students whether is right or false.

Second, the treatment that be given is *recognizing sound words through writing*. It is continued to the previous treatment, it which is must doing. Because not all of student what is object they hear based on what they write. In the first treatment, perhaps all of student can repeat and catch the object what they hear is

correctly. However, some vocabulary are always different according to what they write and what they hear. For example; word “Done” if it forms in writing. But “Done” into spelling or speaking become “Dan”. As same time, word “Beautiful” if it forms writing, but it become different if it is said or spelled “Biyutiful”

Third, the treatment gives is *recognizing transectional*. Transectional learning of listening is associated with transfer of information. The kind of this treatment can be applied by listen news, music, or monolouge.

Fourth, the treatment gives is *recognizing intransectional*. Intransectional learning of listening is associated with two ways listening. The kind of this treatment can be applied by listen conversation or dialouge.

From number of treatments has been explained, it can be described that the process of research into table that served below:



*Table 1.1 planning and describe of Research work*

No	Meeting	Activities	Treatment	Time	Group of Research
1	1 <sup>st</sup>	Pre-test	-	2 x 20 minute	Experimental and control group
2	2 <sup>nd</sup>	Recognizing some words through pronunciation	Using Language Laboratory	2 x 30 minute	Experimental group
3	3 <sup>rd</sup>	Recognizing some words through writing	Using Language Laboratory	2 x 30 minute	Experimental group
4	4 <sup>th</sup>	Recognizing transectional	Using Language Laboratory	2 x 30 minute	Experimental group
5	5 <sup>th</sup>	Recognizing intransectional	Using Language Laboratory	2 x 30 minute	Experimental group
6	6 <sup>th</sup> -7 <sup>th</sup>	-	Without language laboratory	8 x 20 minute	Control group
7	8 <sup>th</sup>	Post test	-	2 x 30 minute	Experimental and Control group

#### 4. Documentation

Documentation method is the method used to find data about something or variable such as note, transcript, book, letters, magazine, and agenda. This method usually use to find organized structural, teacher and all staf condition, students condition, and insfrastructure and facility condition in the school.



## J. Data Analysis

The researcher uses some ways to analysis the data, which have been gotten from the research, they are:

1. Testing the normality Distrubution of students' listening skill in the experimental and control groups for pre test by conducting the procedure as follows:

a. Determining the range of data (R) , by using formula:

$$R = (\text{high score} - \text{lowest score}) + 1$$

b. Determining the class interval (K), by using formula:

$$K = 1 + 3,3 \log n$$

c. Determining the length of class (P), by using formula:

$$P = \frac{J}{K}$$

d. Making the table of distribution frequency, for example:

Score	Frequey (f)	Intermediate (i)	f. xi

e. Determining mean (X), by using formula:

$$X = \frac{\sum f \cdot x}{\sum f}$$

f. Determining the deviation standard, by using formula:

$$S = \sqrt{\frac{\sum f \cdot x^2 - \frac{(\sum f \cdot x)^2}{\sum f}}{n - 1}}$$

g. Arranging the distribution of observation and expectation frequency, for example:

Class Limit	Z count	Z table	Li	Ei	Oi

h. Determining Z count, by using formula:

$$Z_{count} = \frac{\text{Class limit} - \text{mean } (X)}{\text{Standar deviation}}$$

i. Determining Li, by using formula:

$$Li = Z_{table_1} - Z_{table_2}$$

j. Determining Ei, by using formula:

$$Ei = Li \times n$$

k. Determining chi square ( $X^2$ ), by using formula:

$$X^2 = \frac{(Oi - Ei)^2}{Ei}$$

l. Determining normality distribution with criteria accepted by using formula:

$$X^2_{count} < X^2_{table}$$

m. Testing the homogeneity of two variances, by some steps:

n. Determining score F by using formula:

$$F_{count} = \frac{\text{higher Variance}}{\text{lower Variance}}$$

- o. Determining the degree freedom of data:

$$df_1 = n_1 - 1$$

$$df_2 = n_2 - n^2$$

- p. Determining homogeneity of data with criteria:

It called homogenous if  $F_{table} > F_{count}$ .

It not called homogenous if  $F_{table} < F_{count}$ .

2. Testing N-Gain, by arranging table and calculation use formula:

Students list	Pre-Test	Post-test	Max Score	B-A	C-A	N-gain	Interpretation
Total							
Average							

- a. Determining BA scores, by using formula:

$$B - A = \text{post test score} - \text{pre - test score}$$

- b. Determining CA scores, by using formula:

$$C - A = \text{Max. Score} - \text{pre - test score}$$

- c. Determining N-gain scores, by using formula:

$$N - gain = \frac{\text{post test score} - \text{pre test score}}{\text{Max. Score} - \text{pre test score}} \text{ or } \frac{B - A}{C - A}$$

- d. Determining Interpretation of N- gain result, by using table:

Interpretation N-gain List

Score	Interpretation
$g > 0.7$	High
$0.3 \leq g \leq 0.7$	Medium
$g < 0.3$	Low

3. Testing the differences between two interrelated averages and Hypotesis, by using formula:
- a. Determining T-count, by using formula:

$$t = \frac{X_1 - X_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$



before that, it must dedicate s (Standard deviation combination), to count by using formula:

$$s = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

- b. Determining the value of degree (df)

$$df = n_1 + n_2 - 2$$

- c. Determining T-table

$T\text{-count} > T\text{-table}$ , it means that  $H_0$  (null Hypotesis) is rejected and  $H_1$  (alternative Hypotesis) is accepted. So the Hypotesis is accepted.

$T\text{-count} < T\text{-table}$  or  $T\text{-count} = T\text{-table}$ , it means that  $H_0$  (null Hypotesis) is accpeted and  $H_1$  (alternative Hypotesis) is rejected. So the Hypotesis is rejected.

