THE EFFECTIVENESS OF USING ENGLISH LABORATORY IN LISTENING

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ABSTRACT: Listening is one of English skills that should be achieved by students; it is following and understanding the sound and it is hearing with a purpose and requires concentration. Thus, this paper aimed to find out to know which one is effective either using laboratory or tape recorder in listening and to find out the different results of listening tests by using laboratory than that of by using tape recorder. The research was conducted at LDC UIN Ar-raniry Banda Aceh, and the sample was the students of English Department of UIN Ar-raniry. The numbers of sample were 27 students. The method used in this research was descriptive quantitative, and the test and interview were used as the instruments in order to see the ability of English Department Students. After analyzing the data the result of both tests was different. The result test by using tape recorder was: 71,33 while the result test by using laboratory was: 87,33. Then from the interview, it was found that most of the students said that they felt more comfort and easier study listening in the laboratory than that by using tape recorder in the class room. It can be inferred that listening by using laboratory is more effective than using tape recorder in class room.

Keywords: English Laboratory, Listening

I. Introduction

As an international language, English is used for communication all over the world, and for some countries it uses as second languages or foreign languages. English has four skills that make students able to master it. There skills are: Listening, Speaking, writing and reading. In this paper the writer just focuses in listening skill. Listening is “the absorption of the meanings of words and sentences by the brain, it leads to the understanding of facts and ideas. But listening takes attention or sticking to the task at hand in spite of distractions and requires concentration, which is the focusing of your thoughts upon one particular problem” (Eade, 2011)

Listening is one of the subjects that is taught at English Department of UIN Ar-Raniry and also one of the important skill in TOEFL. In Listening skill not only needs tools to practice but also needs the comfortable place for students in learning.
Considering Listening as a subject or skill that must be taught for development in education, like at English Department Students of UIN Ar-Raniry and it’s is one of major subject in language learning must be able for students to master it. Although many students said that; it is difficult subject, and also lecturers seem to have difficulty coaching students’ listening ability. Due to the fact that is a difficult subject, both students and lecturers have to find the best way to reduce the difficulty. In this case, Students should pay much attention to it and lecturers should find a very good strategy to easily intensify their students’ listening ability.

Actually this skill can develop to be better with continue practicing through listen some thing interesting for example listen pop videos of famous singers, singing hit songs, and also listen a film or a TV programmed. In a film people usually can see speakers, can see their expression and their body language so will make us easier to understand listening.

A student’s skill can be improved through specific instructions. Listening may also be taught as part many content areas, such as literature, music, social studies, and science. For improvement to occur the teacher must help students develop their own effective Listening goals. If students do not see the necessity for and benefits of improved listening, they will not be motivated toward better listening, and will not reach the desired level of competence (Donna, 1982)

In addition, Listening skill needs tools to practice, the tools that support the students, and lecturers as: audio visual, tape, computer, and laboratory. To support teaching listening, media and places that comfortable for students is important. In this case, the writer chooses laboratory and tape recorderto carry out the research. Laboratory is a place to train students, to practice demonstration, and to improve the skills. The laboratory is a place where abstract concepts become concrete and theory is both tested and applied. In laboratory the student will hopefully reach a deeper understanding of the course material by putting it to work.

The main principle underlying work is the students learn effectively through doing practical task (learning by doing). Stemming from the innovative idea of L.R Sharma, an English lecturer in India said that “the laboratory has become an effective medium of improving the English language skills of the
students.” (2006). So laboratory is an important thing to support students in learning listening by using media that make students directly practice what they studied and understand the subject better, and finally they are interested and motivated in learning English.

A Tape recorder is also one of tools used in listening. Which play the cassette students can be listened: conversation, music, listening comprehension from the tape. Tape recorder is a simple tool, easy, and flexible that can be used in class room and it’s portable any where. Most of lecturers at English Department of Tarbiyah Faculty, IAIN Ar-Raniry were used tape recorders in class room more frequently than in laboratory when taught listening. Whereas in laboratory has complete facilities and comfortable place.

Based on some statements about reading skill, this study elaborated two points to be investigated: 1) Which one is effective; either using English laboratory or tape recorder in listening?, 2.) Are there any different results of listening tests by using laboratory than that of by using tape recorder?

II. LITERATURE REVIEW
A. Definition of Listening

Generally, listening has many meanings, there are: hearing, paying attention, catch the word, giving ear, accepting, receiving, and giving close attention with the purpose of hearing. Listening is the act of hearing attentively, or sticking to the task at hand in spite of distractions (Adam and Sue, 2005). It requires concentration, which is the focusing of your thoughts upon one particular problem. Listening is making sense of spoken language, normally accompanied by others sounds and visual inputs, with the help of our relevant prior knowledge and the context in which we are listening (Underwood, 1989). Shortly Listening is following and understanding the sound it is hearing with a purpose.

Traditionally, listening was viewed as a passive process, in which learners’ ears were receivers into which information was poured, and the listener had to do was passively register the message (Saricoban, 1999). But today a person who incorporates listening with concentration called actively listening, like Brown said we recognize that listening is an ‘active’ process, and that good
listeners are just as active when listening as speakers are when speaking, Whereas a recent research indicated that listening is an interactive process (2002). But it says poor communication results when students do not pay attention or when they are thinking about their responds rather than concentration on what the speaker is saying. An inattentive students may not ask question when clarification is necessary for understanding. “A reader can stop and reread, but most listening situation do not permit the listener to go back and review what he has heard” (Donna, 1982). Consequently, the students may be distracted by noise, mannerisms of the speaker, or actions of other listeners.

**B. Effectiveness of English Laboratory**

Practical work has an important place in skill of language; the effectiveness of language laboratories in Indonesia especially Aceh is currently very low and it is solely dependent upon the individual skills and resourcefulness of lecturers at university. This situation exists because; the existing language laboratory model most commonly used is not practical, the implementation of quality language laboratory installations in university is not monitored.

Hmoud, (2014) reveals that the language lab provides access to native-speakers to enhance students learning correctly. Because for university students listening is also important because it is one of skills that test in TOEFL (Test of English as Foreign Language), the purpose of listening section is to test your understanding of spoken English.

The language laboratory rapidly established itself as the state–of-the-art technology in foreign language teaching (Chrisman, 1999). The technology of laboratory is organized in such a way that students can work individual, can be paired/grouped with other students, or can interact (though their headphones and microphones) on one to one with each other and with the lecturers. Listening of all kinds can be practiced in the language laboratory. Many activities can be done in laboratory such as note taking, dictation, finding differences between a written text and a taped account of the same events, and answering comprehension question can all be performed successfully in the laboratory setting.

In fact, Saricon Stated that listening involves subtle interpretation (1999), then, study listening in laboratory will make students effective when hearing
because it has earphone that support students more focus, full attention what students are hearing, can catch the world without influence another voice from outside. Besides the students also have a comfortable place in sitting. They sit one by one in a block so it will make them full concentrate in listening.

The lab can accommodate 30 students and each pupil listens to a cassette which plays various words and sentences. The students then hear through the earphone and make an effort to repeat them. Since the lecturers can simultaneously hear what the students are attempting and then lecturers can correct, check and improve them. Students can communicate with the lecturers and vice-versa without disturbing others in the group. During the entire exercise the teacher can individually or collectively monitor the progress of the group.

C. Advantages of the Language Laboratory

Many types of equipment find in laboratory, there are Audiotape machine, videos, computer, headphone which perform some of the function of a language laboratory, giving students opportunities for listening. The sound quality for audio and videotapes is likely to be significantly better than in classroom, because in laboratory students listen through headphones.

The use of the language laboratory has a series of advantages. Based on Jeremy Harmer (2005) there are some advantages in using Language laboratory”. There are:

1. Comparing

The double track allows students to compare the way to say things with the correct pronunciation on a source tape. In this way they can monitor and get feedback on their own performance, even without the intervention of a teacher.

2. Privacy

Students can talk to each other (through their microphones), record onto the tape. Since every students is cocooned by their headphones, they are guaranteed some privacy, are free from the intrusion that the work of others would cause in a normal classroom setting.

3. Individual attention

When teacher want to speak to individual students in a laboratory they can
do so from the console. Unlike the situation in the classroom where this is often difficult because it stops them from working with the rest of the class who may resent such private conversation in a laboratory all other students are working away on their own. The attention that teachers give to one student does not distract the others.

4. Learner training

The language laboratory helps to train some students to really listen to what they say and how they say it. When they compare their pronunciation with the correct version on the tape, they begin to notice the differences and this awareness, over a period, helps them to heard and pronounce English better.

5. Learner Motivation

A worry about learner autonomy in general and self access centre in particular, is that some students are better at working on their own than others. The language laboratory (where teachers take the whole groups into the laboratory) offers a good half way house between teacher control and learner autonomy since, although students work at their own pace, they are more open to guidance of the teacher.

D. The effectiveness of listening in class room

An ideal listening class should thus provide both practice and instruction. Students need practice in listening for meaning and also some instruction about how to do so effectively, a lot of people confuse about the different between listening and hearing. The truth is the two are very distinct. Most of students can hear, but not all of them are effective when it comes in listening. Listening is a skill that has to be developed over time. This helps them become better listeners and more successful in life outside the classroom (Underwood, 1989).

A good listening environment in class room creates an audible loudly voice for tape recorder because students don’t use earphone to listen, so possible another voice from out door will disturb. So the students really focus and concentration what they are hearing to avoid from greatest risk from noisy in or out classrooms, like Donna said that Some students may need special seating arrangements based on results of hearing acuity screening. Students with hearing
loss may need to sit close to the speaker, teacher or other oral source (2005).

The effective listening in class room that which every students can active in teaching learning, focus, concentration, catch the word and understand what their hearing from tape recorder, without feel disturbed with situation and condition in the surroundings area. This research tell about things connected is requisite to students' motivation to learn, showing that listening is important not only as a matter of kindness, but also as a motivational strategy.

RESEARCH DESIGN

This study is descriptive quantitative research. Descriptive quantitative research is the systematic scientific investigation of quantitative properties and phenomena (Arikunto, 2006). The objective of quantitative research is to develop and employ mathematical models theories and/or hypotheses pertaining to natural phenomena (Sugiyono, 2011). So, this study is designed to investigate the students’ ability in listening by using laboratory and tape recorder.

The writer focused almost all this concentration on the field research. The field research was done not only by giving tests to the students of English Department of UIN Ar-Raniry but also by giving interview. She gave the tests to students by giving some listening questions that appropriate to English students and then the writer compared between using laboratory and using tape recorder in classroom, and to find out how make students are easier, more understand using both of the tools, proven based on score which one is higher from the both of tests.

In this research, the test was taken from the book "Let’s Talk". The tests are filling the blank form. There are 15 items in the test. The students had to fill the missing words in one paragraph based on their hearing. The tests were given twice to the students. First, the students did the test by using laboratory. Second, the students did the same model test by using tape recorder in class room.

FINDINGS AND DISCUSSION

To answers for the research questions that which one is more effective either using laboratory or tape recorder and would prove the hypothesis that listening by
using laboratory is effective for the students. The data and information was gotten from the first year students of English Department, Tarbiyah faculty IAIN Ar-Raniry, Banda Aceh. In addition, the writer took unit one of listening class consisting of 27 students as the sample for the research. The result of data analysis is based on percentage that performed as following:

**Table 1.1: The students’ score of listening test both by using Laboratory and Tape Recorder Test**

<table>
<thead>
<tr>
<th>No</th>
<th>Student’s Number</th>
<th>Tape Recorder</th>
<th>Laboratory</th>
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<tbody>
<tr>
<td>1</td>
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<td>67</td>
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<tr>
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<td>230818032</td>
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<td>5</td>
<td>230818044</td>
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After the writer collected the data, conducted tests for the students and got the score of students tests by counting the data with put it in the formula, the writer got the result of mean score of the students in listening test by using tape recorder score was 71.33 and the mean of test by using laboratory score was 87.33. By comparing the score of listening test both by using laboratory and by using tape recorder score, it can be seen than the students’ score of listening is higher by using laboratory than the students’ score of listening by using tape recorder. It can be concluded that listening by using laboratory is more effective than listening by using tape recorder.

The writer also delivered interview to the students in order to complete all of the data needed. It consisted of 10 questions. From the questionnaire it was found that most of the students said that they felt more comfort and easier to understand listening in the laboratory than that by using tape recorder in the classroom. They also said that studying listening in Laboratory can improve their listening skill faster than using tape recorder in the class room, and the last based on their opinion using laboratory is more effective than using tape recorder in learning listening.

CONCLUSION

Listening is one of English skills that should be achieved by students; it is following and understanding the sound and it is hearing with a purpose and requires concentration. To make listening success the listener need full concentration, comfortable place and careful when hearing.

After doing the research and analyzing the data, it can be concluded: Firstly, according to the result both of tests showed that listening by using laboratory is more effective than using tape recorder in classroom. This is proved by listening
score using laboratory is higher than using tape recorder in classroom, the result test of using tape recorder was: 71,33 while the result in laboratory test was : 87,33.

Secondly, From the analyzing of interview and students participant, the writer also got the conclusion that the students are more comfortable study listening in laboratory than tape recorder. It can be inferred that listening in laboratory is more effective than using tape recorder in classroom.

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