



**THE EFFECT OF USING LANGUAGE LABORATORY
TO STUDENTS' LISTENING COMPREHENSION AT GRADE XI
SMK N 1 PADANGSIDIMPUAN**

A THESIS

*Submitted to State College for Islamic Studies STAIN Padangsidimpuan
as a Partial Fulfillment of Requirement for Degree of Islamic
Educational Scholar (S.Pd.I) in English Program*

WRITTEN BY:

MASITOH BATUBARA

Reg. No:09.340.0082

ENGLISH EDUCATION STUDY PROGRAM

**TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

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MASITOH BATUBARA

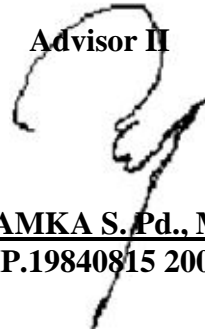
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ENGLISH EDUCATION STUDY PROGRAM

**TARBIYAH DEPARTEMENT
STATE COLLEGE FOR ISLAMIC STUDIES**

(STAIN)

PADANGSIDIMPUAN

2013

Hal : Skripsi a.n. Masitoh Batubara
Lampiran : 5 (lima) eksamplar

Padangsidimpun, 29 April 2013
Kepada Yth.
Bapak Ketua STAIN Psp.
Di -
Padangsidimpun

Assalamu 'alaikum Wr. Wb.

Setelah membaca, meneliti dan memberikan saran-saran untuk perbaikan seperlunya terhadap skripsi a.n. Masitoh Batubara, yang berjudul "**The Effect Of Using Language Laboratory To Students' Listening Comprehension At Grade Xi Smk N 1 Padangsidimpun**" kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi tugas-tugas dan syarat-syarat guna mencapai gelar Sarjana Pendidikan Islam (S.Pd. I) dalam Ilmu Tarbiyah pada STAIN Padangsidimpun.

Untuk itu dalam waktu yang tidak lama kami harapkan saudara tersebut dapat dipanggil untuk mempertanggungjawabkan skripsinya dalam sidang munaqasyah.

Demikian kami sampaikan atas kerjasama dan perhatian Bapak kami ucapkan terima kasih.

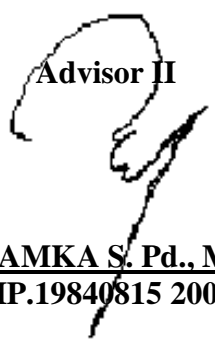
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SURAT PERNYATAAN MENYUSUN SKRIPSI SENDIRI

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Predicate : Very Good



**KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
PADANGSIDIMPUAN**

PENGESAHAN

Skripsi Berjudul : THE EFFECT OF USING LANGUAGE LABORATORY
TO STUDENTS' LISTENING COMPREHENSION AT
GRADE XI SMK N 1 PADANGSIDIMPUAN

Ditulis oleh : MASITOH BATUBARA
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Telah dapat diterima sebagai salah satu syarat memperoleh gelar

Sarjana Pendidikan Islam. (S.Pd.I)



Padangsidimpuan, 15 Mei 2013
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This thesis is an experimental research that to know how the effect of using language laboratory to students' listening comprehension at grade XI Padangsidempuan. In writing this thesis, I have found various difficulties. Fortunately, there are many people who help me to finish this thesis. May be without their helping and support, this thesis would not be as it is now.

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3. **Rayendriani Fahmei Lubis, M. Ag.**, the Leader of English Study Programme.
4. **Mhd Mahmud, Lc. MA**, as Academic Advisor and also to all Lecturers in English Study Programme.

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I realize this thesis is imperfect. Therefore, critics and suggestion are really needed to make this thesis becomes better in the future.

Padangsidimpuan, 30 April 2013

The Researcher,



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ABSTRACT

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The Tittle of Thesis : THE EFFECT OF USING LANGUAGE LABORATORY TO STUDENTS' LISTENING COMPREHENSION AT GRADE XI SMK N 1 PADANGSIDIMPUAN.

This this research is about students listening comprehension by using language laboratory. The formulation of the problem: is there the effect of using language laboratory to students' listening comprehension at Grade Xi SMK N 1 Padangsidimpuan? This research intended to know the effect of using language laboratory to students' listening comprehension at grade XI SMK N 1 Padangsidimpuan.

The research conducted by quantitative method. The population of this research is the students of accounting class II & III SMK N 1 Padangsidimpuan, the total of population are 60 students. Then the sample of research is all of population. Next, this research used test as instrument, test was divided to pre test and post test about students listening comprehension. To analysis the data, the researcher used formulation of t-test.

Based on the analysis data shows t-observed is higher than that of t-table ($2.18 > 1.67$). it means that the hypothesis is accepted. It is concluded that there is the significant effect of language laboratory to students' listening comprehension at grade XI SMK N 1 Padangsidimpuan. The result of this research suggests that for effective way of teaching listening comprehension, students are encouraged to use language laboratory.

CHAPTER I

INTRODUCTION

A. The Background of the Problem

Studying languages is an interesting one to be conducted, especially if the language is a foreign or a second language. In the process of learning it, someone will say that it is a complex activity while others may say that it is challenging. If one is serious then the complexity will sooner or later becomes simple, fun, an enjoyable. In fact, in the teaching learning process, it should be that way, i.e. fun and enjoyable in learning English. It can not be denied that if one wants to study a language, in this respect, one must give a special interest and attention so that it is motivating and interesting, otherwise one will say that is it difficult to learn.

To understand and achieve English well, it is necessary needed to know some aspect such as the skills in English. There are some skills of English that have to be known by people who want to use english well. They are: reading, speaking, writing and listening. Language is very important in life and also the grace and mercy of Allah SWT. As written in Al-Quran at Ar-ruum: 22.¹

¹Abdalah Yusuf Ali. *The meaning of the holy Qur'an in English language*. (Al-Alami Publication: Beirut, 2012)

مِنْ لَا يَتَذَكَّرُ فِي إِنْ وَالْوَانِكُمْ أَلْسِنَتِكُمْ وَأَخْتَلَفُوا الْأَرْضِ السَّمَوَاتِ خَلْقِ آيَاتِهِ وَمِنْ



Meaning:

And among the signs of His power is the creation of the heavens and the earth and the different language and the color of your skin. Surely, in that such a person really are Signs for those who know.

Next, the prophet Muhammad Saw said: ²

طلب العلم فريضة على كل مسلم...

Meaning : “Menuntut ilmu adalah wajib bagi setiap muslim”.

(Demanding knowledge is obligation by Moslem)

In Al-Quran and Hadist explanation above, browsing knowledge is obligation by moslemin learning English too. Mastering English is one of the ways to improve or expand the knowledge especially in making communication with other people. In the process communication, listening will take place if there are speaker and listener. language skills are often

²Muhammad Puad Abdul Baqi. *Sunan Ibnu Madja, Zus Awwal Babul Muqoddimah*, (Beirut-Libanon: Dar AlkitabIlmiah, ttp) p. 81.

categorized as receptive and productive. Speaking and writing are productive skills, while listening and reading are receptive skills. Listening is far more challenging than other English skills. listening is an active, purposeful process of making sense what we hear.

In fact, most students have difficulties in listening despite they have learned English for many years in SMK N 1 Padangsidempuan at eleventh grade, it has been known after researcher has done observation directly to the school. They do not know how to listen better. Consequently, the students become slow down and find difficulties in communicating with others in English. Therefore, listening is in fact not as easy as some people may think. Most people listen without knowing what they listen. For them, listening is question of little concern. So, it is a problem for the teacher in teaching listening in the class.

A skillful listener is like a skillful reader; he can short out and remember what it is important; he can disregard or forget what is unimportant. Listening is an essential aspect of communicative competence, merits equal treatment with the skills of speaking, reading, writing. Listening and speaking are two very important and interrelated skills, but in many cases these are neglected, yet communicate effectively spheres of your lives be it personal, social, or professional these skills are required. Experts point out that people in professional world, specially people higher up in corporate ladder, need to be both patient and attentive listener and effective speaker.

The importance of listening in language learning can hardly be overestimated. Through reception, we internalize linguistic information without we could not produce language. In classroom, students always do more listening than speaking. Listening competence is universally “larger” than speaking competence. In order to achieve the objective of teaching listening comprehension, the teacher should not only provide good materials and appropriate teaching techniques, she/he has also to provide good environment to help the students improve their listening comprehension.

To minimize and avoid background noise and help both teachers and students in teaching listening, it is important to use language laboratory. It is an effective facility and technique to be used in listening comprehension. Language laboratory therefore most suitable place to learn listening skill. Language laboratory is designed to teach students through innovative method, of learning, in the laboratory, students are given the background knowledge of conversation practice, group discussion, interview, and power point presentations, students also are given intensive practice on these topics.

Based on the problems above the researcher interested to carrying out a research entitled “THE EFFECT OF USING LANGUAGE LABORATORY TO STUDENTS’ LISTENING COMPREHENSION AT GRADE XI SMK N 1 PADANGSIDIMPUAN”.

B. The Identification of the problem

Above, there are many problems in listening, the researcher identifies the problem as:

1. The students were not interested in listening. They felt that English was very Funny because of writing and pronunciation were different.
2. Second language learners need to pay special attention to such factors because they highly influence the processing of speech and can often block comprehension if they are not attended to.
3. Difficult in hearing makes students lazy to practice listening.

C. The Limitation of the problem

By on identification of the problem above. So the researcher limits the problem of listening comprehension on the types of listening, process of listening and language laboratory limits of types of language laboratory, advantages and disadvantages language laboratory to increase knowledge of the students in listening comprehension.

D. Definition of Operational Variables

According to the tittle , the writer takes the defenitions of key terms, it is done to avoid ambiguity , there are two variables they are:

1. Listening comprehension

listening is demands active involment from the hearer, in order to reconstruct the messages that the speaker intends, the hearer must actively

contribute knowledge from both linguistic and nonlinguistic sources.

listening also is an active purposeful process of making of what we hear.

2. Language laboratory

language laboratory is one of the teaching aids which can be useful in teaching and learning. Language laboratory is the technological aid in foreign language learning, it is a room usually divided into booths where the students can listen individually to tap recording and play back their own response, while being monitored by a teacher.³

E. The Formulation of the problem

The problem in this research can be formulated:

1. How the students' at SMK N1 Padangsidimpuan using Language Laboratory?
2. How far is students' Listening Comprehension at SMK N 1 Padangsidimpuan after using language laboratory?
3. Is there the significant effect of using language laboratory to students' listening comprehension?

F. The Objectives of the problem

Base on formulated above, so this purpose of research as follow:

1. To know How the students' at SMK N1 Padangsidimpuan using Language Laboratory.

³Grid, D. *Facilitating language Learning*. (New Jersey: McGraw-Hill, 1987), p. 45

2. To know the students' listening comprehension after using language laboratory.
3. To know whether the effect of using language laboratory to students' listening comprehension is significant or not.

G. The Significance of the problem

The findings of this research are accepted to be useful to: There are many significances of this researches, they are;

1. The result of the research is expected to be useful for the teacher as an information.
2. The result of the research is expected to increase students' listening comprehension.
3. The result of the research is also expected to develop all information and knowledge for those who are interested in doing research related to this research.
4. To fulfill a requirement to reach the first strata degree in English Section in Education department of state collage for islamic studies Padangsidempuan.

H. Outline of the Thesis

The researcher is going to organize this research paper in order to make the reader easier to understand:

In chapter I, it consists of; *First*, background of the problem explained about the students' ability in listening comprehension was poor and cause effect. *Second*, identification of problem organized all of the students' problems inside. *Third*, limitation of problem is researcher's ways to focus the research. *Fourth*, definition of operational variable explained about the variables was used in the research. *Five*, formulation of problem about some questions about students' ability in listening comprehension at SMK N 1 Padangidimpuan. *Sixth*, objectives of research about some missions of research in listening comprehension. *Seventh*, significances of research explained to whom would be useful about this research.

In chapter II, it consists of; *First*, theoretical description, which explained about listening comprehension, process of listening, types of listening, laboratory, types of language laboratory, advantages and disadvantages of language laboratory. *Second*, review related findings told about the other research which related with this title. *Third*, framework of thinking was thought by researcher about using language laboratory and students' listening comprehension. *Fourth*, hypothesis is temporary statement

about result in using language laboratory to students' listening comprehension.

In chapter III presented research methodology, it described about research design, time and place of research, population and sample of research, technique of data collection, procedures of research, instrumentation, validity of instrument analysis, technique of data analysis pre-test and post-test.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Description

1. Listening comprehension

These are the definitions of listening based on expert of language: David Nunan said that listening is an active purposeful process of making of what we hear. That is, it requires a person to receive and to understand in coming information. Listening is receptive; we can listen and understand things at a higher level than we can produce.¹ Listening is very active. As people listen, they process not only what they hear but also connect it to other information they already know. Since listener what they hear with their own ideas and experiences, in very real sense they are “Creating the meaning” in their own minds.

Listening is assuming greater and greater importance in foreign language classroom.² There is several reasons for this growth in popularity. By emphasizing the role of comprehensive input, second language acquisition research has given a major boost to listening. Comprehend is the power of

¹David Nunan. *Practical English Language Teaching*, (New York: McGraw-Hill, 2003), p.

²Jack C. Richards. *Methodology in language teaching*, (New York : Cambridge University press,)

understanding”.³ It means that listening comprehension is study of foreign language specifically.

Kline states that listening is the process of receiving, attending, and understanding auditory messages; that is message transmitted through the medium of sound. Listening is a complex process from the speaker to hearer, because listening is not just hearing the sound but also understanding the message inside.⁴ So the researcher conclude that listening is transferring the idea from the speaker to the listener and it is have to use large focus.

On the other hand, listening is the cinderella skill in second language learning. All too often it has been overlooked by its elder sister- speaking.⁵ listening is not passive or receptive skill, as is commonly assumed. Research suggests listening is an interactive, dynamic, interpretive process in which the listener engages in the active construction of meaning. While Munadi says that listening is “physiological process receive stimulation automatically (on aural stimuli), where sound wave come from out ear and connected to middle ear then give the vibrations that stimulate to the brain.”⁶

Listening means students’ giving attention to a sound, whether that sound, is assignment by teacher, directions from their parents, a play being

³AS Homby. *Oxford advanced learners dictionary*, (Oxford University Press, 1995).P.962

⁴John A Kline. *Listening Effectively*, (Alabama: Air University Press, 1996), p. 15

⁵Jack C. Richard. *Op. Cit*, p. 238

⁶Yuni Munadhi. *Media Pembelajaran: Sebuah Pendekatan Baru*, (Ciputat: Gaung Persada Press, 2008), p. 2-3

called quarter back, or the song of a cardinal or a thrush. Listening is a matter of the ear and the mind.⁷ When the people listen they do not only hear the sound of speaker, but also have to complete their understanding with their mind. Essentially, process of listening need to complete hearing and comprehending what are the speakers talking about.

Every day most of Indonesian people listen to many different things in many different ways, whether it is our conversation with another people, or listen to the news from the television and listen to the music from radio, CD or Cassette. They seem automatically understand what those many people said because they speak with their own language, that make them easy to identify and understand what they are listening for. But how if that is spoken with foreign language like English language, they must have comprehend to listen spoken language.

For language learners, listening and speaking skills took precedence over reading and writing skills.⁸ Listening is far more challenging, because they do not listen to their native language. They need to comprehend and understand fluently what the speaker is talking about. Language skills are often categorized as *receptive* and *productive*. Speaking and writing are productive skills, listening, with reading, is receptive skill.

⁷Harry A. Greene, Kate Ashley Loomish, Norma W. B, Pauline C. D. *Basic Language I*, (New York: Harper and Row Publishers, inc, 1982), p. 27

⁸Patricia A. Richard Amato, *Making it Happen*, (USA: Longman, 2003), p. 13

2. Process of Listening

Listening is a process of receiving, attending, and understanding auditory messages; that is, messages transmitted through the medium of sound. Often the steps of responding and remembering are also included. The process of listening are commonly separated into five steps, they are; receiving, attending, understanding, responding and remembering.⁹ the three first step of listening-receiving, attending, and understanding are the major step to complete and accurate sharing and understanding message in listening, but two steps-responding and remembering- are also need to complete the process of communication.

a. Receiving

This is an essay step of listening process. Receiving means that getting message from the senders to the receivers. To complete the process of receiving messages, actually senders have to use some effective techniques to organize and support their message. The subject should be interesting to receivers.

b. Attending

When receivers have gotten the message, they must attend to the message if the process is to continue. Human listening is often ineffective or does not occur for similar reasons. receiving occurs, but attending does

⁹John A Kline, *Loc. Cit*

not. At any given time, numerous messages compete for our attention, so we will find it hard to attend to the message at that time. The stimulation may come from external factors, such as words spoken by a lecturer or printed on paper, or events occurring around us.

c. Understanding

Someone has said, “communication begins with understanding.” How true! A message may have been sent and received, and the receiver may have attended to the message, there has been no effective communication. Effective communication depends on understanding; that is, effective communication does not take place until the receiver understands the message. Understanding must result for communication to be effective.

d. Responding

The listening process may end with understanding, since effective communication and effective listening may be defined as the accurate sharing or understanding of meaning. But a response may be needed or at least helpful to complete the communication.

e. Remembering

Memorization of facts is not the key to good listening process. What is the relationship between memory and listening? Understanding the differences between short-term memory and long-term memory will help explain the relationship.

With short-term memory, information is used immediately-within a few seconds, for example, as with a phone number that we look up. Long-term memory allows us to recall information and events hours, days, week even years later. You remember, for example, things that happened to you when you were growing up, songs you learned, and people you knew. You may have been unaware of those memories for long periods of time, and then the right stimulus caused you to recall them.

3. Types of Listening

Different situations require different types of listening. According to Kline, there are five types of listening that can influence the difficulty of listening. They are: informative listening, emphatic and relationship listening, appreciate listening, critical listening and discriminative listening.¹⁰ These are their explanations:

¹⁰John A Kline,*Loc. Cit*

a. Informative listening

Informative listening is where the listener's primary concern is to understand the message. There are three key variables related to informative listening. They are vocabulary, concentration, and memory. Knowing these variables can help to improve informative listening skill.

b. Emphatic or relationship listening

Emphatic listening is where the listener tends to listen rather than talk. Their non-verbal behaviour indicates that the listener is attending to what is being said. The emphasis is on understanding the speaker's feelings and being supportive and patient. Three behaviours key to effective relationship or emphatic listening: attending, supporting, and empathizing.

c. Appreciate listening

Appreciate listening is where the listener gains pleasure or satisfaction from listening to a certain type of music for example. The quality of appreciate listening depends in large part on three factors: presentation, perception, and previous experience.

d. Critical listening

Critical listening is where the listener tries to weigh up whether the speaker is credible, whether the message being given is logical and whether they are being duped or manipulated by the speaker.

e. Discriminative listening

Discriminative listening is where the listener is able to identify and distinguish inferences or emotions through the speaker's change in voice tone, their use of pause, and other. Although discriminative listening cut across the other four types of listening, there are three things that should be considered about this type of listening: hearing ability, awareness of sound structure, and integrations of nonverbal cues.

4. Laboratory

Language laboratory is a combination of several pieces into package. The package is really combination of two systems. One is hardware systems; equipment, circuitry, cables, electric facilities, the devices on which materials are used. The other is a software system; material in form of textbooks or other printed items, and filmstrips.

Based on Oxford Advanced Learners Dictionary of Current English laboratory is room or building used for scientific experiments, research, testing, etc. And language laboratory is a room in a school or college that contains special equipment to help students learn foreign languages by

listening to tapes, watching videos, recording themselves, etc.¹¹ Corder also states that the language laboratory can be a powerful tool if effectively used.¹²

From the statement above the writer concluded that a language laboratory is one of the language teaching and learning aids for practicing the listening skills where the students can work individually without disturbing one another.

5. Types of Language Laboratory

a. Audio active compare

Audio active compare refers to the students activity when he/she has a tape recorder at his disposal as part of that language laboratory. In this type each student has his individual tape programme. He/ she not only can speak and give respond to a broadcast, but also has the capability of self-pacing and retracing.

b. Audio active

Audio active refers to the students' activity in a broadcast operation. He/ she hears the tape and tries to answer the question into the microphone. All console functions are available. No student recorders are present. Students can listen and speak to one master programme through the headphones.

¹¹As Hornby. *Oxford Advanced Learners Dictionary Of Current English*. (New york: Oxford University Press, 1974), p.

¹²Corder, M. *Preparing facilitation in the classroom*.(London: Moughton, 1965), p. 345

6. Advantages and Disadvantages of Using Language Laboratory

a. Advantages of using language laboratory

The use of language laboratory can have many advantages. There are several advantages and disadvantages in teaching using language laboratory. The advantages include:

- 1) The students can more comfortable in teaching learning process.
- 2) The students can evaluate their listening comprehension.
- 3) The students can concentrate on their work without disturbing others.
- 4) The students can evaluate their own work by comparing it to the master tape's voice.
- 5) The students have the same portion of time to practice.
- 6) The students are not only allowed to practice listening but also to practice speaking.
- 7) The students can enjoy total privacy in articulating the sounds and the structure of the target language.
- 8) It is easy for the teacher to know individual student's progress.

b. Disadvantages of using language laboratory

Some of the disadvantages of using language laboratory include:

- 1) It is no easy to control the equipment if the electric current is suddenly disconnected.
- 2) It is not easy to repair the equipment in a short time because it depends on the level of the disturbances.
- 3) It is useless to study in the language laboratory if the equipments do not work well.
- 4) It is also difficult for the students to discuss the difficult materials.
- 5) For the first time all of the students are more interested in the equipment rather than in the lesson.

7. Teaching Listening Comprehension Using the Language Laboratory

Teaching listening comprehension using the language laboratory is different from teaching in the classroom. In the classroom, the practice of listening comprehension usually takes place between the teacher and students. Generally, the teacher as the speaker in learning materials and the students as teh listener or sometimes the teacher uses a tape recorder in the classroom. On the other hand, when teaching listening comprehension in the language laboratory, the students are given the chance to drill their audio skill

individually while being monitored by the teacher. Stack states that the purpose of the language laboratory is to provide a convenient means of speaking and responding to audio lingual drills. It means that the language laboratory is fully equipped.¹³

B. Review of Related Findings

The research is related to Aslamiah Batubara (2008) State University of Medan (UNIMED, research on the title “The Effect of Using Language Laboratory on Students’ Speaking Ability”.¹⁴ The aim of research is to find out the effect of language laboratory on students’ speaking ability. This research conducted by experimental method. After calculating and analyzing the data, it stated that there was significantly effect of using language laboratory on students’ speaking ability.

C. Conceptual Framework

The writer describes the conceptual framework as follow:

In the previous explanation, it is said that a good teacher must be able to motivate the student to listen carefully in order to be able to communicate in English well. In teaching listening comprehension, the teacher can apply a strategy or strategies and one of them is by using language laboratory. This

¹³ Edward M. Stack. *Language Laboratory and Modern Language teaching*, (New York: Oxford University, 1971), p. 3

¹⁴Aslamiah Batubara. *The Effect of Using Language Laboratory on Students’ Speaking Ability*. 2008

laboratory is suitable for the senior high school students to increase their listening comprehension.

Language laboratory is the facility of the school which can make the students can increase their skills especially listening. Therefore, it can be concluded that a language laboratory is one of the language teaching and learning aids for practicing the aural-oral skills where the students can work individually without disturbing one another.

D. The Hypothesis

Hypothesis is the idea that suggestion as a possible explanation of facts.¹⁵For hypothesis in this research, the writer formulates the hypothesis as Alternative hypothesis (Ha).So that, The writer's hypothesis in this research is "The language labotatory had significant effect to students listening comprehension at grade XI SMK N 1Padangsidimpuan."

¹⁵*Oxford Learners Pocket Dictionary*. (Oxford: University Press, 2008). P. 218

CHAPTER III

RESEARCH METHODOLOGY

A. Time and Place of Research

The time of this research had been started on February until Maret 2013 at SMK N 1 Padangsidimpuan. This research would be done at SMK N1 Padangsidimpuan in Sihadabuan. It is located on Jl. Sutan Soripada Mulia, Padangsidimpuan Kecamatan Padangsidimpuan Utara Kota Padangsidimpuan. The reason for choosing this school is because the writer ever taught there and SMK N1 is include the best school in Padangsidimpuan that use language laboratory.

B. Research Design

This research was aimed to find out the effect of using language laboratory to listening comprehension, it is called experimental research. According to gay says that experimental research is the only type of research that can test hypothesis to established cause and effect.¹ Where as paul says that experimental research is to attempt to account for the

¹Lay. R. Gay, and Peter Airagian, *Educational Research*, (USA: Merrill, 2000), p. 367

influence of a factor or, as in the case of complex design, of multiple factors conditioning a given situation.²

So, the writer can concluded that experimental research is a form of variable analysis to know the difference between two groups of data or more.the researcher woudl designed as follow:

Table I The Group

Group	Pre-test	Treatment	Post-test
Experimental Research	✓	Teaching listening comprehension by using language laboratory	✓
Control Group	✓	Teaching listening comprehension by using conventional teaching (teacher)	✓

C. Population and Sampel

a. Population

Peter says “population is the group of interested to the research, the group to which she or he would like the results of the study to be

²Paul D. Leedy, *Practical Research Planning and Design*, (New York: McMillan Publishing Company, 1990), p.211

generalizable”.³ In Encyclopedi of Educational evaluation that a population is a set or collection of all elements prossesing one or more attributes of interest.⁴ Based on this quotation the population in this research is eleventh grade students of SMK N 1 in 2012/2013 academic years started XI AK 2 & XI AK 3. The specification of the population can be seen on the table below:

Table II Population

No	Class	Population
1	XI AK1	28
2	XI AK 2	32
3	XI AK 3	28
4	XI AK 4	29
Total		117

Source: Dokument Administrasi Tata Usaha SMK N1 Padangsidimpuan.

³Lay. R. Gay & Peter A, *Op. Cit.*, p. 122

⁴Suharsimi Arikunto, *Procedure Penelitian Suatu Pendidikan Praktik.*(Jakarta: Rineka Cipta, 2005), p. 108

b. Sampel

Suharsimi arikunto said that sample is a part or a substitution of the population that want to be researched. Sampel is small number of person or things which are representative to the character of entire population. Arikunto said that “if the population is smaller than 100 students, we take them all as the sampel”, but if the students higher we can take them between 10-15 or 20-25 or more.⁵ In this research, the researcher decided to take two classes as the sample. One class is control class and the other one as experimental class. The researcher had chosen VIII-5 which consists as an experiment class. Then sample was taken by using cluster sampling technique.

Table III Sample

No	Class	Population
1	XI AK 2	32
2	XI AK 3	28
Total		60

⁵Suharsimi Arikunto, *loc. Cit.*, p. 120

D. Instruments of Data Collection

Data of this research is collected by using an instrument. The instrument of collecting data in this research was test and documentation. The test applied to the experimental class and to the control class and then the result of the test was used as the data of this research.

There were techniques of data collection:

1. Pre-test

The pre-test was given to both of control class and experimental class to measure the students' ability before applying the treatment and also to find out whether they are in the same level or not.

2. Treatment

The experimental class and the control class were given some material, which is consisted of listening comprehension that was taught by the researcher in different ways. The experimental class was given treatment, it was taught by using Language Laboratory and the control class was taught by conventional teaching using tap recorder in the class and without language laboratory.

3. Post-test

The post test was given to both of control class and experimental class to know the ability of students after applying the treatment. Post-test was done to find out the differentiate between using conventional teaching

without technique in teaching listening and using language laboratory in teaching listening.

A research ofcourse need data, witout collecting data it is imposible to do the research, data is the one of very important. Next the data in this research was collected by using an instrument. The instrument is a kind of the test. Suharsimi Arikunto said that instrument of research is a tool of facility is used by the researcher in collecting data.⁶

This research will use listening test as the instrument for collecting the data. The students are asked to listen a conversation based on the topic given by researcher. The topic is about “Mr. Baker New Job” it is limited to a short story (at least 150 words). Experimental group and control group are given the same test either in pre-test or in post-test. It can be seen from following table:

Table IV Pre test and Post test

Class	Pre-test	Treatment	Post-test
Experimental (II AK 2)	✓	✓	✓
Control class (II AK 3)	✓	X	✓

⁶*Ibid, p. 6*

In scoring test, the cumulative score ranges from 0-100. To know there is significant effect of using language laboratory to students listening comprehension, so there are some indicators used as follow:

Table V Indicator

No	Indicator	Scoring
1	Receiving/Attending	25
2	Understanding	25
3	Responding	25
4	Remembering	25
5	Total score	100

E. Validity of Instrument Analysis

a. Validity of Instrument

In this research, the writers used content validity to establish the validity of the instrument. The writers took content validity as the instrument because content validity refers to the extent to which instrument represented the content of interest. In order to have content validity, a measure must adequately sample both the topics

and the cognitive process includes in the content universe under consideration. In this case the writers used listening comprehension test as the starting point of making the test.

In starting the research, the writers has validated the listening comprehension test. Listening comprehension means to analyze the items of the test comprehensively and the basic question is: “Do the items of the test measure what is supposed to measure?”. In this case, because the test function is to measure the students listening comprehension, so the test should test listening comprehension itself. This process of analysis has showed the content validity of the test, in other words, the writers concluded that the listening comprehension test has been valid. So that, the instrument used by writers was valid.

b. Technique of Data Analysis

To know the difference between the two groups, the writer uses t-test formula as the follows:⁷

$$t = \frac{M_1 - M_2}{\sqrt{\left\{ \frac{\sum X_1^2 + \sum X_2^2}{n_1 + n_2 - 2} \right\} \left\{ \frac{1}{n_1} + \frac{1}{n_2} \right\}}}$$

⁷Suharsimi Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktik*. (Jakarta: Rineka Cipta, 1993), p. 108

Where: t = The value which the statistical significance
 M_1 = The average score of experimental class
 M_2 = The average score of control class
 X_1 = Deviation of experimental class
 X_2 = Deviation of controls class
 N_1 = Number of experimental class
 n_2 = Number of control class

CHAPTER IV

DESCRIPTION OF THE DATA AND DISCUSSION

To evaluate the effect of using Language Laboratory to students' listening comprehension, researcher had calculated the data by pre-test and post-test. Next, researcher described the data as follow:

A. Description of Data Before Using Language Laboratory

1. The Score of Pre-test on Control Class and Pre-test Experimental Class

Based on research was done, researcher got the result of data pre-test of students' score in control class and experimental class, as follow:

**Table VI Students' Score in
Pre-Test of Control Class and Experimental Class**

Control Class			Experimental Class		
No	Students' Initial	Score	No	Students' Initial	Score
1.	ABD	54	1.	AAP	61
2.	ALX	57	2.	ASD	59
3.	ANS	54	3.	ARS	59
4.	AFM	57	4.	BHD	63
5.	ASP	67	5.	DRS	69
6.	DNY	65	6.	DPS	65
7.	DRM	55	7.	DVH	65

8.	EMS	55	8.	EJA	77
9.	ESY	57	9.	GRA	63
10.	ETW	57	10.	HMW	59
11.	HFH	67	11.	IAA	65
12.	HRS	57	12.	ISR	71
13.	JAR	69	13.	JNS	77
14.	JHT	71	14.	LFU	65
15.	LSA	75	15.	MHM	65
16.	LHY	62	16.	MKR	77
17.	MRS	73	17.	NRM	65
18.	MHT	69	18.	NAM	65
19.	MNL	65	19.	OKW	67
20.	MDY	71	20.	RSA	65
21.	MHK	65	21.	SRD	71
22.	MHR	70	22.	SAM	71
23.	NLH	65	23.	SWS	73
24.	RHZ	67	24.	SRM	71
25.	RSK	73	25.	SAH	78
26.	RZA	67	26.	RAS	69
27.	SHN	65	27.	RHS	73
28.	SHT	65	28.	NAF	77
29.	SJH	65	-	-	-

30.	SON	65	-	-	-
31.	TWY	75	-	-	-
32.	VCR	75	-	-	-
	Total	2074		Total	1905
	Highest Score	75		Highest score	78
	Lowest Score	54		Lowest score	51
	Mean	65.06		Mean	68.36
	Mode	65		Mode	65
	Median	66,50		Median	77

The Data in the previous table explained that data of the result listening comprehension before treatment (pre-test) in the control class with the sample = 32 was got by total of score was 2074, highest score was 75, lowest score was 54, mean was 65.06, mode was 65, and median was 66.50. next, the calculation of getting the score can be seen in appendix VIII. The score of students on experimental class in listening comprehension before treatment (pre-test) with the sample = 28 was got by total of score was 1905, highest score was 78, lowest score was 51, mean was $(\bar{x}_1) = 68.36$, mode was 65. and median was 63.49. Next, the calculation of getting the score can be seen in appendix IX.

Then, the researcher concluded that the students listening comprehension before using language laboratory was enough. It was improve by mean of score of

control and experimental class was 66.50 and 63.49. It means that students listening comprehension is homogenous ability although there are the different of score but there are no significances different.

B. Description of Data after Using Language Laboratory

2. The Score of Post-test on Control Class and Post-test Experimental Class

Based on research was done, researcher got the result of data post-test of students' score in experimental class and control class, as follow:

**Table VII Students' Score in
Post-Test of Control Class and Experimental Class**

Control Class			Experimental Class		
No	Students' Initial	Score	No	Students' Initial	Score
1.	ABD	63	1.	AAP	79
2.	ALX	65	2.	ASD	75
3.	ANS	63	3.	ARS	70
4.	AFM	69	4.	BHD	71
5.	ASP	75	5.	DRS	79
6.	DNY	71	6.	DPS	71
7.	DRM	69	7.	DVH	71
8.	EMS	63	8.	EJA	86
9.	ESY	65	9.	GRA	71
10.	ETW	61	10.	HMW	75

11.	HFH	69	11.	IAA	79
12.	HRS	63	12.	ISR	84
13.	JAR	79	13.	JNS	86
14.	JHT	75	14.	LFU	81
15.	LSA	79	15.	MHM	81
16.	LHY	71	16.	MKR	86
17.	MRS	75	17.	NRM	81
18.	MHT	71	18.	NAM	83
19.	MNL	63	19.	OKW	81
20.	MDY	75	20.	RSA	81
21.	MHK	63	21.	SRD	84
22.	MHR	71	22.	SAM	84
23.	NLH	63	23.	SWS	83
24.	RHZ	63	24.	SRM	81
25.	RSK	71	25.	SAH	86
26.	RZA	79	26.	RAS	84
27.	SHN	71	27.	RHS	84
28.	SHT	69	28.	NAF	86
29.	SJH	71	-	-	-
30.	SON	71	-	-	-
31.	TWY	77	-	-	-
32.	VCR	75	-	-	-

	Total	2230		Total	2243
	Highest Score	79		Highest score	86
	Lowest Score	61		Lowest score	70
	Mean	69.62		Mean	80.21
	Mode	71		Mode	81
	Median	70,49		Median	80.49

The Data in the previous table explained that data of the result listening comprehension by using language laboratory (post-test) in the control class with the sample = 32 was got by total of score 2230, highest score was 79, lowest score was 61, mean was 69.62, mode was 71, and median was 70.49. (see appendix 12 and 13).

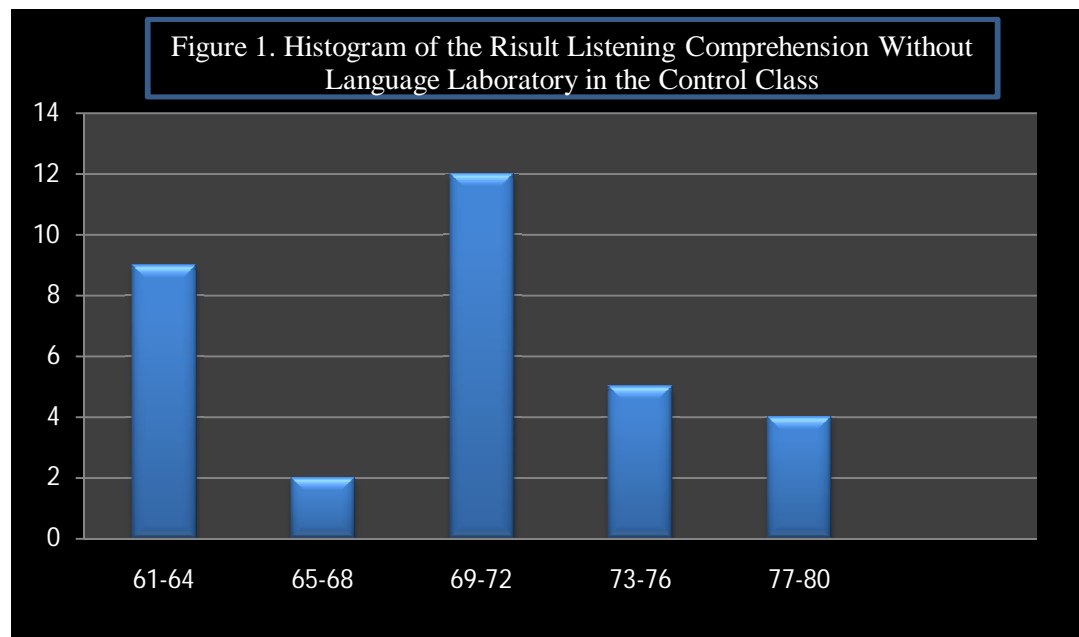
For experimental class with the sample = 28 was got by total of score 2243, highest score was 86, lowest score was 70, mean was 80.21, mode was 81, and median was 80.49. From distributing of the variable data of the test result listening comprehension at SMK N 1 Padangsidempuan can be seen to the table and histogram, and difference between experimental class and control class (post-test), as follow:

Tabel VIII Distributing Of The Variable

Score Frequency Of The Result Listening Comprehension Without Language Laboratory In The Control Class

Control Class			
No	Interval of Classes	Absolute Frequency	Relative Frequency
1	61-64	9	28.125%
2	65-68	2	6.25%
3	69-72	12	37.5%
4	73-76	5	15.625%
5	77-80	4	12.5%
	Total	32	100%

By visual, distributing of the data can be described to histogram form, that

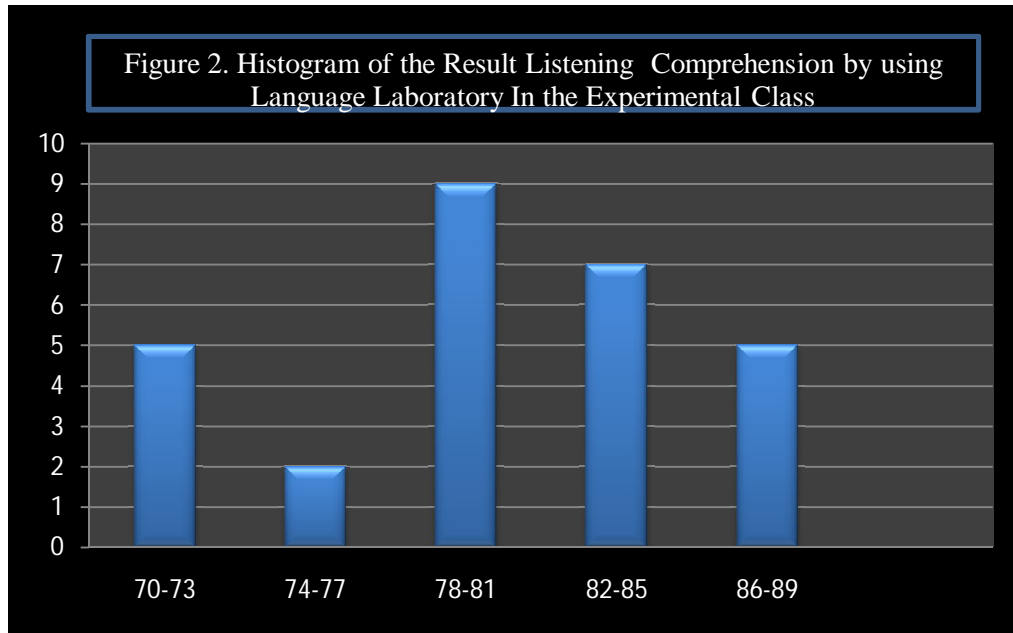


**Tabel IX Distributing Of The Variable
Score Frequency Of The Listening Comprehension By Using Language
Laboratory In The Experimental Class**

Experimental Class			
No	Interval of Classes	Absolute Frequency	Relative Frequency
1	70-73	5	17.857%
2	74-77	2	7.142%
3	78-81	9	32.142%
4	82-85	7	25%
5	86-89	5	17.857%
	Total	28	100 %

Based on previous table was explained that in the experimental class, researcher got 87-81 as the score that often appear. It was proven that students' average mastery in the interval of score.

By visual, distributing of the data can be described to histogram form, that:



C. Testing Hypothesis

The Hypothesis in this research was "The language labotatory had significant effect to students listening comprehension at grade XI SMK N 1Padangsidimpuan." Based on the data has been collected before, the datum had been analyzed to prove the hypothesis using the formula, t-test. The steps were started. It can be seen as below.

There were many steps to analyze data, namely:

1. The fist step, to find out the average score each class:
 - a. The average score of control class

$$M_2 = \frac{Y_1^2}{Y_1}$$

$$\begin{aligned}
&= \frac{1645}{156} \\
&= 10.54487 \\
&= 10,5
\end{aligned}$$

b. The average score of experiment score.

$$\begin{aligned}
M_1 &= \frac{Y_1^2}{Y_1} \\
&= \frac{4351}{335} \\
&= 12.98805 \\
&= 12.9
\end{aligned}$$

2. The second, to find out deviation score of each class.

a. Deviation score of control class

$$\begin{aligned}
\sum X_1^2 &= \sum Y_1^2 - \left(\frac{\sum Y_1}{n_1} \right)^2 \\
&= 1645 - \left(\frac{156}{32} \right)^2 \\
&= 1645 - \frac{24336}{32} \\
&= 1645 - 760.5 \\
&= 884.50
\end{aligned}$$

b. Deviation score of experimental class

$$\begin{aligned}\sum X_1^2 &= \sum Y_1^2 - \left(\frac{\sum Y_1}{n_1}\right)^2 \\ &= 4351 - \left(\frac{335}{28}\right)^2 \\ &= 1645 - \frac{112225}{28} \\ &= 4351 - 4008,035 \\ &= 342.96\end{aligned}$$

3. The third step, using the formulation of t-test.

Table X

List of score

No	Symbols	Score
1	M ₁	12.9
2	M ₂	10.5
3	X ₁ ²	342.96
4	X ₂ ²	884.50
5	n ₁	28
6	n ₁	32

$$\begin{aligned}
t &= \frac{M_1 - M_2}{\sqrt{\left\{ \frac{\Sigma X_{1+}^2 + \Sigma X_{2+}^2}{n_{1+} + n_{2+} - 2} \right\} \left\{ \frac{1}{n_1} + \frac{1}{n_2} \right\}}} \\
&= \frac{12.9 - 10.5}{\sqrt{\left\{ \frac{844.50 + 342.96}{28 + 32 - 2} \right\} \left\{ \frac{1}{28} + \frac{1}{32} \right\}}} \\
&= \frac{2.4}{\sqrt{\left\{ \frac{1227.46}{58} \right\} \left\{ \frac{1}{28} + \frac{1}{32} \right\}}} \\
&= \frac{2.4}{\sqrt{\left\{ \frac{1227.46}{58} \right\} \left\{ \frac{60}{896} \right\}}} \\
&= \frac{2.4}{\sqrt{\{21.16310\} \left\{ \frac{60}{896} \right\}}} \\
&= \frac{2.4}{\sqrt{\left\{ \frac{1269.78620}{896} \right\}}} \\
&= \frac{2.4}{\sqrt{1.4}} \\
&= \frac{2.4}{1.1} \\
&= 2.1818 \\
&= 2.18
\end{aligned}$$

$$\begin{aligned}
4. \quad \mathbf{b} &= (n_1+n_{1-2}) \\
&= (28+32-2) \\
&= 58
\end{aligned}$$

Next, in the $t_{\text{tableScore } 0.95} = 1.67$ and $t_{\text{observed}} = 2.18$, it means $2.18 > 1.67$. So that, from the calculation of data, it was concluded that the result of experiment is significant, next Language Laboratory has significant effect to students' Listening Comprehension at Grade XI SMK N 1 Padangsidempuan. Finally, the hypothesis is accepted.

Then, to know the categorized what extend is the effect of using language laboratory to students' listening comprehension, it will be interpretation from the table below:

Table XI

Table coefficient effect of interpretation

Coefficient interval	Effect level
0.00-0.02	Very low
0.20-0.40	Low
0.40-0.70	Enough
0.70-0.90	High
0.90-1.00	Very high

To know the effect of using language laboratory to students' listening comprehension, to minimized t_{table} ($2.18 - 1.67 = 0.51$). next, the result was interpretative to above table. So, the effect of using language laboratory to students listening comprehension is categorized into enough.

D. Discussion

After doing the observation, researcher found the problem. It is because strategy that used in teaching listening comprehension is boring so that students' motivation in learning English especially in listening is low. From the problem, researcher tried to give the treatment by using media language laboratory. So, from above calculation data, the researcher appropriated that all the result of research has related with previous theory. This fact can be seen from means score between control and experiment class. It is indicated that the score of experiment was bigger than control class ($80.21 > 69.62$). Finally, the researcher concluded that using language laboratory was effective to improve listening comprehension.

According to the other researchers which were told in reviewed related findings, Aslamiah stated that using of language laboratory can increase students' Oral skill, especially in listening comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The teaching listening comprehension can be very exiting and motivating if students can use the tool of communications like tape recorder. In this case, language laboratory prepares this tool, so it will provide the students to get some experiences in teaching learning process especially in listening comprehension. The researcher precences in the language laboratory made the students enjoy total privacy in articulating the sounds and the structure of the target language.

The data presented in chapter IV provide some valuable contribution to the teaching of listening comprehension at grade XI SMK N 1 Padangsidimpuan. Some main conclusions are made. They are:

1. Using language laboratory can give a positive effect in listening comprehension. The students have used language laboratory twice a week, and they used it as the function, so the language laboratory is the good technique for them. It can be seen from mean of experiment class was bigger than control class were (80.21>69.62).
2. The hypothesis of the research is accepted because the t-observed is higher than t-table

B. Suggestion

After finishing the research, researcher got much information related in the English teaching and learning process. In addition, the result of the research is using language laboratory had a significant effect to students' listening comprehension and could help the students to increase their comprehension in listening. Therefore, researcher has suggestion:

- a. English teachers should use language laboratory in teaching listening comprehension. By using language laboratory, students are hoped to be able listening related to the material which is taught.
- b. For the students, students should more practice their listening comprehension in the language laboratory.
- c. Using language laboratory will remain the students' to memorized, therefore they can listening well.

To other researcher who care much about the quantity and quality of knowledge of the future generation, the teaching-learning process should be made more effective and efficient.

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CURRICULUM VITAE

A. Identity

Name : MASITOH BATUBARA
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Religion : Moslem
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B. Parent

1. Father's name : Alimuddin Batuara, SH
2. Mother's name : Murni Lubis

C. Education Background

1. Graduated from Elementary School in SD Negeri200100/20 Padangsidempuan from 2001-3003.
2. Graduated from Junior High School in Tsanawiyah Darul Mursyid Boarding School Simanosor Julu, SD. Hole, Tapanuli Selatan from 2003-2006.
3. Graduated from Senior High School in Aliyah Darul Mursyid Boarding School Simanosor Julu, SD. Hole, Tapanuli Selatan from 2006-2009
4. Be University Student in STAIN Padangsidempuan.

APPENDIX I

PLANNING OF TEACHING EXPERIMENT CLASS

School	: SMK N 1 Padangsidempuan
Subject	: English
Class/ Semester	: XI (Experimental Class)
Standar competence	: The students can listen better .
Basic Dasar	: The students are able to listen to the dialogues. The students are able to increase their listening skill .
Aspect/ Skills	: Listening Comprehension
Time	: 4 x 45 minutes

1. Indicator :

- a. Students are able to listen to the dialogues
- b. The students are able to increase their listening skill

2. Objectives

- a. To make Students are able to listen to the dialogues
- b. To make The students are able to increase their listening skill

3. Learning Material

Mr. Brown Gets Some Good News

Mini Dialogues

1. Mr. Brown talks with Mr. Forbes

- Mr. Forbes : Do you like meeting People ?
Mr. Brown : Well, yes. I guess I do.
Mr. Forbes : I am sure you'd be happy with the new job
Mr. Brown : Yes, I am sure I would

2. Mr. Brown talks with Miss. Davis

- Mr. Davis: Mr. Brown I know about your promotion. Congratulation!
Mr. Brown : Well, thank you. Miss Davis.
Mr. Davis: You are going to accept the job, aren't you, Mr. Brown ?
Mr. Brown : May be I am, I'm not sure yet.

3. Mr. Brown talks with Hendry Gibson

- Hendri : You will be meeting a lot of new people, George.
Mr. Brown : Yes I know. Well, meeting new people always interesting.

Hendri : Ofcourse. By the way, does your life know about your new job
Yet?

Mr. Brown : No, not yet. I'm going to tell her about it this afternoon.

4. Mr. Brown talks with Mr. Baker

Mr. Baker : Will you accept the new job?

Mr. Brown : I would like to think about it. It sound wonderful!

Mr. Baker : Please try to make a decision as soon as possible.

Mr. Brown : Oh, I will Mr. Baker! I'd like to talk to my wife about it first.

5. Mr. Brown talks with Bill Watson

Bill : Well, Congratulation George!

Mr. Brown : Thank's Bill.

Bill : Getting a promotion is wonderful, isn't it?

Mr. Brown : yes, but making a decision is difficult!

6. Mr. Brown talks with Mrs. Brown by telephone

Mr. Brown : I've got some news for you.

Mrs. brown : What kind of news?

Mr. Brown : Good news, of course! I'm getting a promotion !

Mrs. Brown : Oh, George! That's Wonderful!

Mr. Brown : We'll talk about it When I get home.

Mrs. Brown : All right, George.

Instruction :

Listen to the dialogue carefully!

4. Media : Cassette of New Ways to English

5. Steps Meeting 1

No	Learning Activity	Time
1	Introduction ❖ Greeting ❖ Give the paper test	5 minutes
2	Main activity ❖ Explain how the process of listening	45 minutes

	<ul style="list-style-type: none"> ❖ Order the students to listening the dialogues ❖ Order the students to do the test 	
3	Closing <ul style="list-style-type: none"> ❖ Collect the paper test ❖ greeting 	10 minutes

Meeting 2, 3

No	Kegiatan Belajar	Technique	Time
1	Introduction <ul style="list-style-type: none"> ❖ Greeting ❖ Motivation ❖ Appersepsi 		10 Minutes
2	Main activity <ul style="list-style-type: none"> ❖ Explain how the process of listening. ❖ The students do their listening by tap recorder in language laboratory. ❖ The students listen to some of dialogues ❖ Order the students to do the test 	Language Laboratory	45 Minutes
3	Closing <ul style="list-style-type: none"> ❖ Conclusion ❖ Greeting 		10 minutes

Meeting 4

No	Learning Activity	Time
1	Introduction <ul style="list-style-type: none"> ❖ Greeting ❖ Give the paper test 	5 minutes
2	Main activity <ul style="list-style-type: none"> ❖ Explain how the process of listening ❖ Order the students to 	45 minutes

	listening the dialogues ❖ Order the students to do the test	
3	Closing ❖ Collect the paper test ❖ greeting	10 minutes

6. Evaluation

Indicator	Technique	Form	Instrument
The students are able to listen and increase their listening skill.	By using Language Laboratory	Multiple choice	Listen to the dialogues, and answer the question with suitable answer!!

Padangsidempuan, Selasa 05 Februari 2013

Peneliti,

Masitoh Batubara
Nim. 09.340.0082

Diketahui,

Kepsek SMKN 1 Padangsidempuan

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APPENDIX II

PLANNING OF TEACHING CONTROL CLASS

School	: SMK N 1 Padangsidempuan
Subject	: English
Class/ Semester	: XI (Controll Class)
Standar competence	: The students can listen better .
Basic Dasar	: The students are able to listen to the dialogues. The students are able to increase their listening skill .
Aspect/ Skills	: Listening Comprehension
Time	: 4 x 45 minutes

7. Indicator :

- c. Students are able to listen to the dialogues
- d. The students are able to increase their listening skill

8. Objectives

- c. To make Students are able to listen to the dialogues
- d. To make The students are able to increase their listening skill

9. Learning Material

Mr. Brown Gets Some Good News

Mini Dialogues

7. Mr. Brown talks with Mr. Forbes

Mr. Forbes : Do you like meeting People ?
Mr. Brown : Well, yes. I guess I do.
Mr. Forbes : I am sure you'd be happy with the new job
Mr. Brown : Yes, I am sure I would

8. Mr. Brown talks with Miss. Davis

Mr. Davis: Mr. Brown I know about your promotion. Congratulation!
Mr. Brown : Well, thank you. Miss Davis.
Mr. Davis: You are going to accept the job, aren't you, Mr. Brown ?
Mr. Brown : May be I am, I'm not sure yet.

9. Mr. Brown talks with Hendry Gibson

Hendri : You will be meeting a lot of new people, George.
Mr. Brown : Yes I know. Well, meeting new people always interesting.
Hendri : Ofcourse. By the way, does your life know about your new job
Yet?
Mr. Brown : No, not yet. I'm going to tell her about it this afternoon.

10. Mr. Brown talks with Mr. Baker

Mr. Baker : Will you accept the new job?
Mr. Brown : I would like to think about it. It sound wonderful!
Mr. Baker : Please try to make a decision as soon as possible.
Mr. Brown : Oh, I will Mr. Baker! I'd like to talk to my wife about it first.

11. Mr. Brown talks with Bill Watson

Bill : Well, Congratulation George!
Mr. Brown : Thank's Bill.
Bill : Getting a promotion is wonderful, isn't it?
Mr. Brown : yes, but making a decision is difficult!

12. Mr. Brown talks with Mrs. Brown by telephone

Mr. Brown : I've got some news for you.
Mrs. brown : What kind of news?
Mr. Brown : Good news, of course! I'm getting a promotion !

Mrs. Brown : Oh, George! That's Wonderful!
 Mr. Brown : We'll talk about it When I get home.
 Mrs. Brown : All right, George.

Instruction :
 Listen to the dialogue carefully!

10. Media : Cassette of New Ways to English

11. Steps Meeting 1

No	Learning Activity	Time
1	Introduction ❖ Greeting ❖ Give the paper test	5 minutes
2	Main activity ❖ Explain how the process of listening ❖ Order the students to listening the dialogues ❖ Order the students to do the test	45 minutes
3	Closing ❖ Collect the paper test ❖ greeting	10 minutes

Meeting 2, 3

No	Kegiatan Belajar	Technique	Time
1	Introduction ❖ Greeting ❖ Motivation ❖ Appersepsi		10 Minutes
2	Main activity ❖ Explain how the process of listening. ❖ The students do their listening by tap recorder in class room. ❖ The students listen to some of dialogues	Conventional method	45 Minutes

	❖ Answer the question		
3	Closing ❖ Conclusion ❖ Greeting		10 minutes

Meeting 4

No	Learning Activity	Time
1	Introduction ❖ Greeting ❖ Give the paper test	5 minutes
2	Main activity ❖ Explain how the process of listening ❖ Order the students to listening the dialogues ❖ Order the students to do the test	45 minutes
3	Closing ❖ Collect the paper test ❖ greeting	10 minutes

12. Evaluation

Indicator	Technique	Form	Instrument
The students are able to listen and increase their listening skill.	By using conventional teaching	Multiple choice	Listen to the dialogues, and answer the question with suitable answer!!

Padangsidempuan, Selasa 05 Februari 2013

Peneliti,

Masitoh Batubara
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Diketahui,

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- b. New job
- d. Happy

7. What is the topic in the fourth dialogue...?
- a. Mr. Brown decision
 - b. Mr. Brown job
 - c. Meeting
 - d. Possibility
8. What is the topic in the fifth dialogue...?
- a. Getting Promotion
 - b. Congrotulation
 - c. Bill Congrotulation
 - d. Mr. Brown Promotion
9. There isthe relation between all dialogue,isn't it...?
- a. Yes
 - b. No
 - c. Dialogue 1 and 2
 - d. Dialogue 4 and 5
10. Mr. Forbes as speaker in the...dialogue?
- a. The first
 - b. The second
 - c. The third
 - d. The last
11. Miss Davis as speaker in the...dialogue?
- a. The first
 - b. The second
 - c. The third
 - d. The last
12. Mr. Henry as speaker in the...dialogue?
- a. The first
 - b. The second
 - c. The fourth
 - d. The last
13. Mr. Baker as speaker in the...dialogue?
- a. The first
 - b. The second
 - c. The third
 - d. The fourth
14. Mrs. Brown as speaker in the...dialogue?
- a. The first
 - b. The second
 - c. The third
 - d. The fifth
15. Why Miss. Davis give congrotulation to Mr. Brown...?
- a. Because his new job
 - b. Because his decision
 - c. Because his wife
 - d. Because his friends

Instruction

Give mark (X) on the best your answer....!!!

B.

Choose the true answer..!!

21. The dialogues you heard are...?

- c. 2
- c. 3
- d. 4
- d. 5

22. Each dialogue has...?

- c. 5 speaker
- c. 4 speaker
- d. 3 speaker
- d. 2 speaker

23. Mr. Brown as speaker in those dialogue about...?

- c. 3 times
- c. 4 times
- d. 5times
- d. 6 times

24. The topic in the first dialogue is...?

- c. Happy
- c. Congratulations
- d. Sadness
- d. New job

25. The topic in the second dialogue is...?

- c. Congratulation
- c. New job
- d. Promotion job
- d. Happy

26. The topic in the third dialogu ise...?

- c. Happy
- c. Mr. Brown wife
- d. New job
- d. Meeting

27. The topic in the fourth dialogue is...?

- c. Possibility
- c. Meeting
- d. Mr. Brown job
- d. Mr. Brown decision

28. The topic in the fifth dialogue is...?

- c. Getting Promotion
- c. Congratulation

d. Doubt

d. Really difficult

39. Does your know about your new job yet...?

c. Wife

c. Friends

d. Daughter

d. Mother

40. Mr. Brown I know about your.....?

c. New job

c. New wife

d. Promotion

d. New house

APPENDIX V

Key Answers of test

A. Pre-Tes

- | | |
|-------|-------|
| 1. C | 11. A |
| 2. A | 12. B |
| 3. D | 13. D |
| 4. D | 14. C |
| 5. B | 15. C |
| 6. C | 16. A |
| 7. A | 17. D |
| 8. C | 18. A |
| 9. A | 19. A |
| 10. B | 20. B |

B. Post-Test

- | | |
|-------|-------|
| 1. A | 11. B |
| 2. C | 12. B |
| 3. B | 13. C |
| 4. B | 14. D |
| 5. D | 15. A |
| 6. C | 16. A |
| 7. A | 17. B |
| 8. A | 18. A |
| 9. D | 19. C |
| 10. C | 20. D |

APPENDIX VI

Control Class		Experimental Class	
No	Students' Initial	No	Students' Initial
1.	ABD	1.	AAP
2.	ALX	2.	ASD
3.	ANS	3.	ARS
4.	AFM	4.	BHD
5.	ASP	5.	DRS
6.	DNY	6.	DPS
7.	DRM	7.	DVH
8.	EMS	8.	EJA
9.	ESY	9.	GRA
10.	ETW	10.	HMW
11.	HFH	11.	IAA
12.	HRS	12.	ISR
13.	JAR	13.	JNS
14.	JHT	14.	LFU
15.	LSA	15.	MHM
16.	LHY	16.	MKR
17.	MRS	17.	NRM
18.	MHT	18.	NAM

19.	MNL	19.	OKW
20.	MDY	20.	RSA
21.	MHK	21.	SRD
22.	MHR	22.	SAM
23.	NLH	23.	SWS
24.	RHZ	24.	SRM
25.	RSK	25.	SAH
26.	RZA	26.	RAS
27.	SHN	27.	RHS
28.	SHT	28.	NAF
29.	SJH	-	-
30.	SON	-	-
31.	TWY	-	-
32.	VCR	-	-

Students' Control Class and Experimental Class

APPENDIX VII

Scores Pre Test

Control Class

1. The scores of pre test in control class from the lowest to highest score

54 57 65 65 67 71 75
54 57 65 65 67 71 75
55 57 65 65 69 73
55 57 65 67 69 73
57 62 65 67 70 75

2. Highest score = 75
3. Lowest score = 54
4. Range = highest score – lowest score
= 75-54
= 21
5. Total of classes (BK) = $1 + 3,3 \log n$
= $1 + 3,3 \log 32$
= $1 + 3,3 (1, 50514)$
= $1 + 4,96699$
= $5,96699$
= 5

6. Interval (i) = $\frac{Range}{BK}$

$$= \frac{21}{5}$$

$$= 4,2$$

$$= 4$$

7. Mean Score (x) = $\sum \frac{fixi}{fi}$

Interval (i)	fi	xi	fi xi
54-57	9	56	504
57-60	1	61	61
61-64	12	66	792

65-70	7	71	497
70-74	3	76	228
$i=4$	32	330	2082

$$\begin{aligned} \text{Mean score (x)} &= \sum \frac{fixi}{fi} \\ &= \sum \frac{2082}{32} \\ &= 65,0625 \\ &= 65,06 \end{aligned}$$

8. Median

$$\text{Me} = b + p \left\{ \frac{\frac{1}{2}n - F}{f} \right\}$$

$$b = \frac{64+63}{2}$$

$$= \frac{127}{2}$$

$$= 63,5$$

$$p = 12$$

$$F = 12 + 1$$

$$= 13$$

$$f = 12$$

$$\text{Me} = b + p \left\{ \frac{\frac{1}{2}n - F}{f} \right\}$$

$$= 63,5 + 12 \left\{ \frac{\frac{1}{2}32 - 13}{12} \right\}$$

$$= 63,5 + 12 \left\{ \frac{16 - 13}{12} \right\}$$

$$= 63,5 + 12 \left\{ \frac{3}{12} \right\}$$

$$= 63,5 + 12 \{0,25\}$$

$$= 63,5 + 3$$

$$= 66,5$$

9. Mode = 65,00

APPENDIX VIII

Scores Pre Test

Experimental Class

1. The scores of pre test in control class from the lowest to highest score

59 63 65 69 71 77
59 65 65 69 73 77
59 65 65 71 73 78
61 65 67 71 77
63 65 68 71 77

2. Highest score = 78
3. Lowest score = 59
4. Range = highest score – lowest score
= 78-59
= 19
5. Total of classes (BK) = $1 + 3,3 \log n$
= $1 + 3,3 \log 28$
= $1 + 3,3 (1, 44715)$
= $1 + 4,77562$
= $5,77562$
= 5

6. Interval (i) = $\frac{Range}{BK}$

$$= \frac{19}{5}$$

$$= 3,8$$

$$= 3$$

7. Mean Score (x) = $\sum \frac{fixi}{fi}$

Interval (i)	fi	xi	fi xi
59-61	4	60,5	242
62-64	9	64,5	580,5
65-68	4	68,5	274

69-71	6	72,5	435
72-74	5	76,5	382,5
$i=3$	28	342,5	1914

$$\begin{aligned} \text{Mean score (x)} &= \sum \frac{fixi}{fi} \\ &= \sum \frac{1914}{28} \\ &= 68,3671 \\ &= 68,36 \end{aligned}$$

8. Median

$$\text{Me} = b + p \left\{ \frac{\frac{1}{2}n - F}{f} \right\}$$

$$b = \frac{63+62}{2}$$

$$= \frac{125}{2}$$

$$= 62,5$$

$$p = 9$$

$$F = 9 + 4$$

$$= 13$$

$$f = 9$$

$$\text{Me} = b + p \left\{ \frac{\frac{1}{2}n - F}{f} \right\}$$

$$= 62,5 + 9 \left\{ \frac{\frac{1}{2}28 - 13}{9} \right\}$$

$$= 62,5 + 9 \left\{ \frac{14 - 13}{9} \right\}$$

$$= 62,5 + 9 \left\{ \frac{1}{9} \right\}$$

$$= 62,5 + 9\{0,11111\}$$

$$\begin{aligned} &= 62,5 + 0,99999 \\ &= 63,4999 \\ &= 63,49 \end{aligned}$$

9. Mode = 65,00

APPENDIX IX

Scores Post Test

Control Class

1. The scores of pre test in control class from the lowest to highest score

61	63	65	71	71	75	79
63	63	69	71	71	75	79
63	63	69	71	75	75	
63	63	69	71	75	79	
63	65	69	71	75	79	

2. Highest score = 79
3. Lowest score = 61
4. Range = highest score – lowest score
= 79-61
= 18
5. Total of classes (BK) = $1 + 3,3 \log n$
= $1 + 3,3 \log 32$
= $1 + 3,3 (1, 50514)$
= $1 + 4,96699$
= 5,96699
= 5

6. Interval (i) = $\frac{Range}{BK}$

$$= \frac{18}{5}$$

$$= 3,6$$

$$= 3$$

7. Mean Score (x) = $\sum \frac{fixi}{fi}$

Interval (i)	fi	xi	fi xi
61-63	9	62,5	562,5
64-66	2	66,5	133
67-69	12	70,5	846

70-72	5	74,5	372,5
73-75	4	78,5	314
$i=3$	32	352,5	2228

$$\begin{aligned} \text{Mean score (x)} &= \sum \frac{fixi}{fi} \\ &= \sum \frac{2228}{32} \\ &= 69,625 \\ &= 68,62 \end{aligned}$$

8. Median

$$\text{Me} = b + p \left\{ \frac{\frac{1}{2}n - F}{f} \right\}$$

$$b = \frac{69+68}{2}$$

$$= \frac{137}{2}$$

$$= 68,5$$

$$p = 12$$

$$F = 12 + 2$$

$$= 14$$

$$f = 12$$

$$\text{Me} = b + p \left\{ \frac{\frac{1}{2}n - F}{f} \right\}$$

$$= 68,5 + 12 \left\{ \frac{\frac{1}{2}32 - 14}{12} \right\}$$

$$= 68,5 + 12 \left\{ \frac{16 - 14}{12} \right\}$$

$$= 68,5 + 12 \left\{ \frac{2}{12} \right\}$$

$$= 68,5 + 12\{0,166666\}$$

$$= 68,5 + 1,99999$$

$$= 70,492$$

$$= 70,49$$

9. Mode = 71,00

APPENDIX X

Scores Post Test

Experimental Class

1. The scores of pre test in control class from the lowest to highest score

70	75	81	81	84	86
71	75	81	83	84	86
71	79	81	83	86	86
71	79	81	84	86	
71	79	81	84	86	

2. Highest score = 86
3. Lowest score = 70
4. Range = highest score – lowest score
= 86-70
= 16
5. Total of classes (BK) = $1 + 3,3 \log n$
= $1 + 3,3 \log 28$
= $1 + 3,3 (1, 44715)$
= $1 + 4,77562$
= $5,77562$
= 5

6. Interval (i) = $\frac{Range}{BK}$

$$= \frac{16}{5}$$

$$= 3,2$$

$$= 3$$

7. Mean Score (x) = $\sum \frac{fixi}{fi}$

Interval (i)	fi	xi	fi xi
70-72	5	71,5	357,5
73-75	2	75,5	151
76-78	9	79,5	715,5

79-81	7	83,5	584,5
82-84	5	87,5	437,5
$i=3$	28	397,5	2246

$$\begin{aligned} \text{Mean score (x)} &= \sum \frac{fixi}{fi} \\ &= \sum \frac{2246}{28} \\ &= 80,21428 \\ &= 80,21 \end{aligned}$$

8. Median

$$\text{Me} = b + p \left\{ \frac{\frac{1}{2}n - F}{f} \right\}$$

$$b = \frac{78+77}{2}$$

$$= \frac{155}{2}$$

$$= 77,5$$

$$p = 9$$

$$F = 9 + 2$$

$$= 11$$

$$f = 9$$

$$\text{Me} = b + p \left\{ \frac{\frac{1}{2}n - F}{f} \right\}$$

$$= 77,5 + 9 \left\{ \frac{\frac{1}{2}28 - 11}{9} \right\}$$

$$= 77,5 + 9 \left\{ \frac{14 - 11}{9} \right\}$$

$$= 77,5 + 9 \left\{ \frac{3}{9} \right\}$$

$$= 77,5 + 9 \{0,33333\}$$

$$\begin{aligned} &= 77,5 + 2,99999 \\ &= 80,49999 \\ &= 80,49 \end{aligned}$$

9. Mode = 81,00

APPENDIX XI

INTERVIEW

- 1. Me : How the students opinion about english?
T : They felt it is funny, because the written and pronounce are different.**
- 2. Me : So, how far their abillity in learning english ?
T : As far as I saw, they almost dislike english especially in listening, they felt difficult in hearing native speaker.**
- 3. Me : What is the students problem in listening skill?
T : They are low in listening comprehension, that way they got low value.**
- 4. Me : How the teacher sollution to solve this problems?
T : The English teacher usually give them some material by using tap recorder.**
- 5. Me : How many times they went to language laboratory a week, sir?
T : Only Once a week.**
- 6. Me : So, how if I try to give them sollution to increase their listening
By using language laboratory?
T : well, thats good Idea, hopefully they can increase their listening
In language laboratory?**

APPENDIX XII

The Total Score of Experimental Class

No	Students' Initial	Pre test	Post Test	Y_1	Y_1^2
1.	AAP	61	79	18	324
2.	ASD	59	75	16	256
3.	ARS	59	70	11	121
4.	BHD	63	71	8	64
5.	DRS	69	79	10	100
6.	DPS	65	71	6	36
7.	DVH	65	71	6	36
8.	EJA	77	86	9	81
9.	GRA	63	71	8	64
10.	HMW	59	75	16	256
11.	IAA	65	79	14	196
12.	ISR	71	84	13	169
13.	JNS	77	86	9	81
14.	LFU	65	81	16	256
15.	MHM	65	81	16	256
16.	MKR	77	86	9	81

17.	NRM	65	81	16	256
18.	NAM	65	83	18	324
19.	OKW	67	81	14	196
20.	RSA	65	81	13	169
21.	SRD	71	84	13	169
22.	SAM	71	84	13	169
23.	SWS	73	83	10	100
24.	SRM	71	81	10	100
25.	SAH	78	86	8	64
26.	RAS	69	84	15	225
27.	RHS	73	84	11	121
28.	NAF	77	86	9	81
	Total			335	4351

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