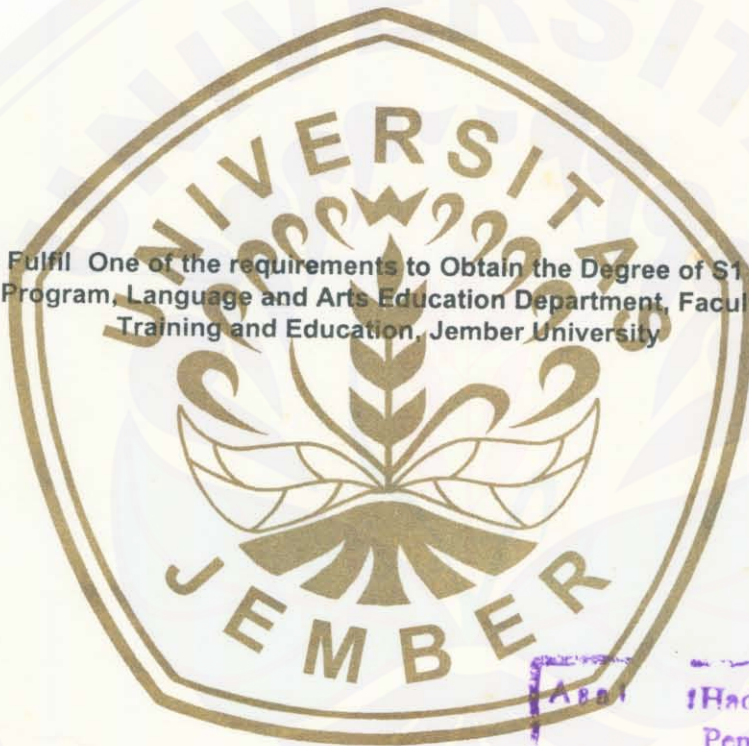


**THE EFFECT OF USING LANGUAGE LABORATORY ON STUDENTS'
LISTENING COMPREHENSION ACHIEVEMENT OF THE FIRST YEAR
OF SMU MUHAMMADIYAH 3 JEMBER IN 2002/2003
ACADEMIC YEAR**

THESIS



Proposed to Fulfil One of the requirements to Obtain the Degree of S1 at the English Education Program, Language and Arts Education Department, Faculty of Teacher Training and Education, Jember University



By :

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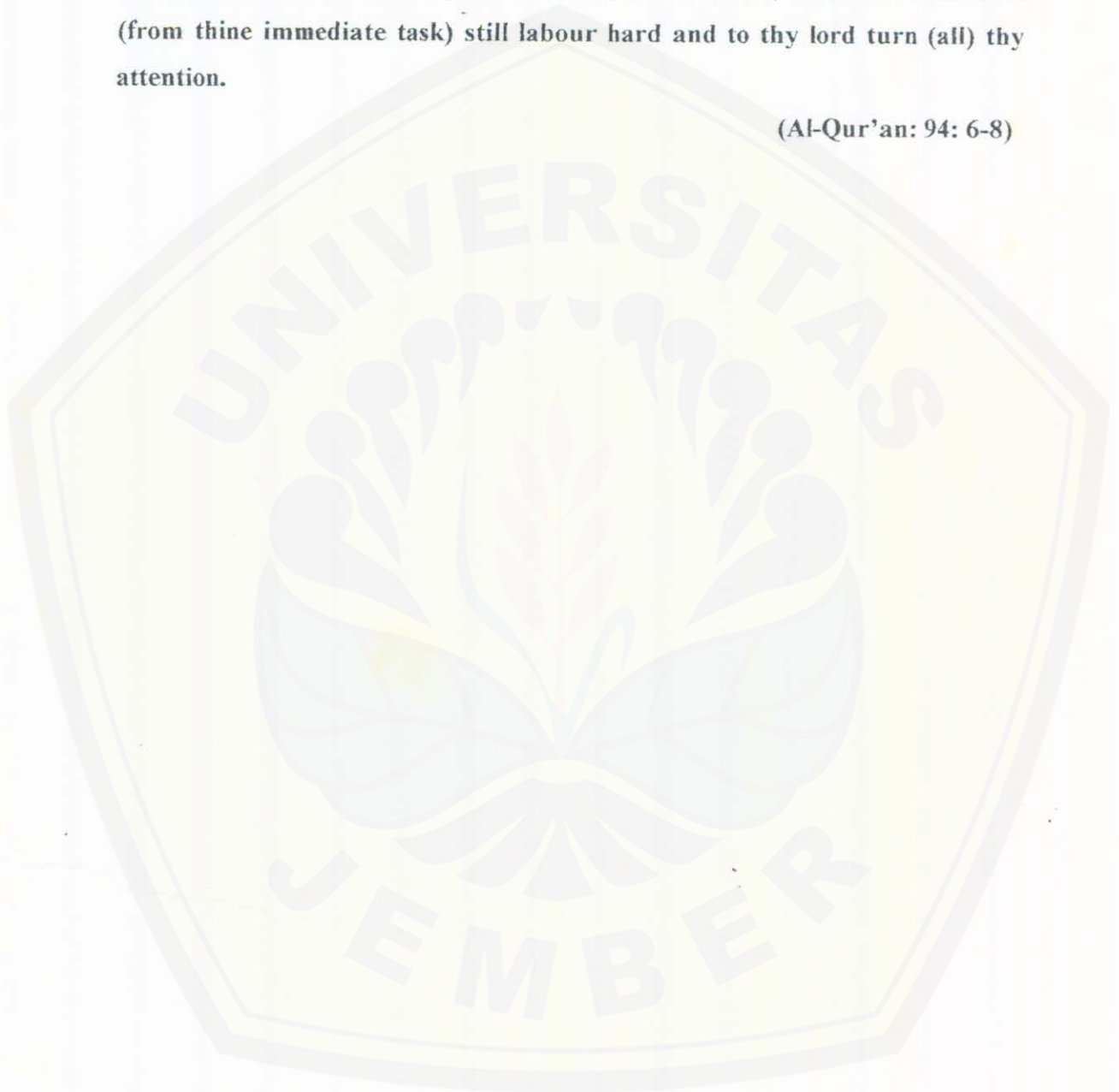
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**ENGLISH EDUCATION PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
JUNE 2003**

Motto

Verity, with every difficulty there is relief. Therefore, when thou art free (from thine immediate task) still labour hard and to thy lord turn (all) thy attention.

(Al-Qur'an: 94: 6-8)



Dedication

My sincere dedication is due to:

1. My late beloved father Soetrisno, and my beloved mother Moertinah for their love. There is not enough golden ink to paint your sacrifice.
2. My deepest love (Sister **Yanti** and Sister **Bibit**), and my wonderful heroes (brother **Hasan**, brother **Ribut** and brother **Gawok**), all of you are really my supporters.
3. My dearest friends, Ari P, Rina, Nina, Wiwin, Risky, Inok, Ira, Rendra, Erna, Erni, Ria, Harton and the USEFers, truly, I love you all!
4. My fellow on the '98 level, thanks for the memory.
5. My almamater.

Consultant Approval Sheet

The Effect of Using Language Laboratory on Students' Listening Achievement of the First Year of SMU Muhammadiyah 3 Jember in the 2002 / 2003 Academic Year.

Thesis

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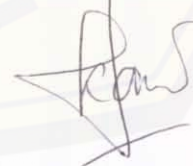
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Date : 13 June 2003

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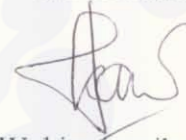
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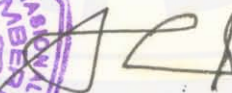
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Abstract

Luluk Hidayati, June 2003, The Effect of Using Language Laboratory on Students' Listening Comprehension Achievement of the First Year of SMU Muhammadiyah 3 Jember in the 2002 / 2003 Academic Year.

Thesis, English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

The Consultants: (1) Dra. Wiwik Eko Bindarti, M.Pd.

(2) Eka Wahjuningsih, S.Pd.

Key words: Language Laboratory, Listening Comprehension Achievement

Language laboratory is one of the equipment in English teaching and learning process that is necessary for the students of SMU. It can be used to teach and learn listening comprehension to improve their English ability. This was an experimental research with randomized post-test only design that was conducted at SMU Muhammadiyah 3 Jember. The problem of this research was "Is there any effect of using language laboratory on students' listening comprehension achievement of the first year of SMU Muhammadiyah 3 Jember?" Dealing with the problem stated above, the goal of this research is to know whether or not there is an effect of using language laboratory on students' listening comprehension achievement of the first year of SMU Muhammadiyah 3 Jember. The hypothesis is "there is an effect of using language laboratory on students' listening comprehension achievement of the first year of SMU Muhammadiyah 3 Jember." The area of the research was SMU Muhammadiyah 3 Jember which is purposively chosen. To know the homogeneity of the existing classes, a pre-test on listening comprehension was administered. The result suggests that the population was homogenous, so that two of the five classes of the first year of SMU Muhammadiyah 3 Jember were chosen at randomly by lottery, that was class 1_1 as the control group and 1_2 as the experimental group. Thus, they were selected by using the Cluster Random Sampling. The main data of this research was the students' listening comprehension achievement scores. Observation, interview and documentation methods were used to collect the supporting data. The collected main data were statistically analyzed by using the t-test formula. The result demonstrated that there was an effect of using language laboratory on students' listening comprehension achievement of the first year of SMU Muhammadiyah 3 Jember in 2002 / 2003 academic year. It means that by using language laboratory to teach listening comprehension regularly can increase the students' listening comprehension achievement. Therefore, it is suggested to the English teacher to more regularly utilize language laboratory as an audio equipment in teaching listening comprehension to improve the students' listening comprehension achievement.



1. INTRODUCTION

Human beings are used to listening to much information attentively since they were children. Tarigan (1994:28) says that listening is the process of hearing written signals with full attention, comprehension, appreciation, and interpretation to get information, message and understanding communication meaning that is sent by the speaker through spoken language.

Nobody ignores if listening is very important for human being's activity. We can get certain information or news from other people or certain media (such as: television, radio and telephone) through listening activity. We can do it by asking them or listening attentively to what the speaker says; for example listening to the recent news on television or radio. Research has demonstrated that adults spend 40% - 50% of his life for communication listening (Vandergrift,1999:169). It means that they spend most of their time to get the information from the speaker through listening skill. In contrast, listening skill does not get fully attention in school. It happens because the educators have traditionally used reading and writing performance to measure students' achievement (Cox,1999:152). Besides, in Senior High School curriculum reading skill has the biggest portion than other skills. Meanwhile, listening has the smallest portion. In conclusion, in teaching and learning process listening skill is under estimated.

To teach listening comprehension well, the teacher can use media to help and support the process of teaching. One of the media that can be used both by teacher and students is language laboratory. As one of the media in teaching foreign language, language laboratory can be used because it is effective when students learn the material of listening comprehension. Nasution (1994:109) says in the language laboratory, students can listen to the cassette and answer the questions based on the text. Further, he explains that listening activity through the use of language laboratory can get the advantage , that is by using earphone in the language laboratory, students are able to know the words or sentences in correct

grammar, structure, and how to pronounce those words or sentences correctly. When students are listening to the speakers' utterances through the earphone in the isolated area, the students can concentrate without the disturbance of the unnecessary sound from outside. Besides, the students can play copy cassettes which consist of certain materials and they are able to answer the questions or to repeat sentences or to pronounce the words, and then they can listen and compare it with the "master tape"

According to Nasution (1994:109), there are many advantages of using language laboratory for teaching listening. They are as follows:

- 1 The teacher is able to teach the students individually. It means that if the teacher knows that his students have difficulty in understanding the material, he can approach them individually through his earphone. Thus, he can control the progress of each student. Besides, he can give questions or answers to the students' questions and give explanation related with the materials.
- 2 The students are able to study by themselves. If they are absent, they can continue studying independently without depending on other students' progress as long as they want. Thus, by using language laboratory, each student can learn individually based on his own ability. If they need more attention, students can get the teacher's help privately.

From the brief explanation above, it is clear that the use of language laboratory is effective for teaching listening comprehension, because it can help the students to improve their ability in listening comprehension. Besides, the continuous use of language laboratory can also make the students learn English effectively. However, it did not happen for the first year students of SMU Muhammadiyah 3 Jember. They have never taught listening comprehension using language laboratory properly and effectively. In the preliminary study, it was revealed that it happened because the number of the students was not balanced with the number of language laboratory equipment. In this case, the whole number of the students of SMU Muhammadiyah 3 Jember was 632 while the number of the

consoles and headphones was only 50. Unfortunately, the headphones that were provided 25.

Based on the explanation above, the research entitled “ The Effect of Using Language Laboratory on Students’ Listening Comprehension Achievement of the First Year of SMU Muhammadiyah 3 Jember in 2002 / 2003 Academic Year ” was conducted.

1.2 Problem of the Study

Based on the background, the research problem is formulated into major problem and minor problems. The major problem is formulated as follows:

Is there any effect of using language laboratory on students’ listening comprehension achievement of the first year of SMU Muhammadiyah 3 Jember in 2002 / 2003 academic year ?

The minor problems are formulated as follows:

1. Is there any effect of using language laboratory on students’ listening comprehension achievement on “Wh questions” of the first year of SMU Muhammadiyah 3 Jember in 2002 / 2003 academic year ?
2. Is there any effect of using language laboratory on students’ listening comprehension achievement on “Yes and No questions” of the first year of SMU Muhammadiyah 3 Jember in 2002 / 2003 academic year ?
3. Is there any effect of using language laboratory on students’ listening comprehension achievement on “Cloze test” of the first year of SMU Muhammadiyah 3 Jember in 2002 / 2003 academic year ?

1.3 Operational Definition of the Variables

The operational definition served as the guidelines to understand the terms used in this title. It enables the readers and the writer to get mutual understanding of the terms. The following is the definitions of the use of language laboratory and listening comprehension achievement.

1.3.1 The Use of Language Laboratory

In this research, the use of language laboratory means the use of language laboratory as a medium to teach listening comprehension. In using language laboratory, the teacher plays the material of listening in the cassette and the students listen to it carefully through their own earphones in their private / isolated area.

1.3.2 Listening Comprehension Achievement

Listening comprehension achievement in this research refers to the results of listening test (in the form of scores) achieved by students. It is given at least once in a week taught to the first year students of SMU Muhammadiyah 3 Jember in 2002/2003 academic year.

1.4 Objective of the Study

The objective of the study is to know whether there is an effect of teaching listening comprehension by using language laboratory on students' listening comprehension achievement of the first year of SMU Muhammadiyah 3 Jember in 2002 / 2003 academic year.

1.5 Significance of the Study

This research results are expected to give some significant contributions to the following people :

1.5.1 The English Teacher

The research results are expected to provide teaching input for English teachers in increasing listening comprehension achievement of senior high school students at the first grade through the use of language laboratory.

1.5.2 The Students

The research results are enable to motivate the students to use language laboratory continually, especially to get a good achievement in listening comprehension through the use of language laboratory.

1.5.3 The Future Researchers

The research results are expected to give information for other researchers to conduct further research which focuses on language laboratory and listening comprehension achievement in different research design, such as: a descriptive study on the use of language laboratory on students' listening comprehension achievement or using the same design but different skills or components such as: an experimental study on the effect of using language laboratory on the students' pronunciation.



JEMBER



II REVIEW OF RELATED LITERATURE

2.1 The Meaning of Language Laboratory

Corder (1964:342) states that language laboratory is a language classroom in which the students are isolated from each other by soundproof walls. Moreover, Nasution (1994:09) defines language laboratory as a teaching machine variation that uses other audio - visual equipment, such as tape recorder, film strip, program learning, etc. Meanwhile, Webster (1997:759) states that language laboratory is a classroom in which students learn a foreign language, practise sound and word patterns individually or under supervision with the aid of audio equipment, etc.

Based on the ideas, it is clear that language laboratory is a classroom consisting of audiovisual aids used to practise listening comprehension individually or under teacher supervision, especially in listening comprehension.

2.1.1 The Essential Component in Language Laboratory

Lado (1979:187) states that the components of a language laboratory usually include earphones, microphones, preamplifiers, tape – recorder, booths, central console, monitoring system, control switches, tape duplication facilities, recording studio, tape library and supply, and sound conditioning.

The development of the essential component used in language laboratory becomes more complete and complex. Briefly, Rekdale (2000:1) states that there are some requirements for the new language laboratory. They are:

1) Be Microprocessor Controlled

New language laboratory should be controlled by microprocessor (computer). In a language laboratory equipment, computer is used to show the program that the teacher wants to teach listening comprehension. Having got the program, the teacher will transfer the material to the students through their own earphone.

Furthermore, computer as the aid to save and to analyze the data has certain components. Arsyad (1997:52) states that the essential components used in computer are as follows:

- a. Microprocessor (CPU)
This component is the central element in any microcomputer system. It is used to switch off/on and to program the computer.
- b. Full keyboard (Input)
It is a keyboard which has primary key and secondary key. It gives certain symbols and certain kind of letters in order that the teacher can type something.
- c. Data Server
Its function is to save the data that will be processed by CPU permanently or temporarily.
- d. Screen (Output)
The screen is used to show the picture, the written form or other symbols to students in order that they can have more understanding about the material given.

2) Remain Cassette Based

Cassette is one of the components in language laboratory to provide the materials of listening comprehension. The teacher can play the cassette in the teacher's console in certain times. In this way, students can listen to the cassette in their own console through their own earphone simultaneously.

3) Have at least Two Master Recorders/Players

One master recorder is used as daily material given to the students while another is used as the document.

4) Have Auxiliary Input for CD and Video/Television

It is very important for the new language laboratory to have CD and video/television. Sometimes, the teacher needs to teach listening comprehension by playing video, CD or television. By playing such auxiliary equipments, students will be entertained and eager to learn listening comprehension.

5) Have Dual Playback Speaker.

It means that one playback speaker is used to the students for asking or getting their response about the material while another is used by the teacher to explain and ask their understanding about the material.

Many advantages are accepted in using computer as additional equipment for language laboratory. One of the advantages is that the teacher and students can bring some other time saving and work saving tools (Finocchiaro, 1989:150). It means that by using computer as the additional equipment in language laboratory, they can save the time efficiently and make the work more effectively.

Furthermore, in using language laboratory for teaching listening comprehension, there is a minimum frequency response that can be accepted to language laboratory. Lado (1979:187) states that the minimum frequency response that can be accepted to language laboratory is 250 to 8500 cps (*cycles per second*) ± 2 db. A cycle per second is the patent measurement for the language laboratory frequency. In addition, a decibel (db) is the patent measurement to know the condition of language laboratory frequency whether it has peaks and valleys or not. In short, a decibel is used to know the sound clarity of the language laboratory. Meanwhile, the vowels are produced accurately within a frequency range of 250 to 3500 cps, but the voiceless sibilants / s š ě f θ / are reproduced at much higher ranges.

2.1.2 Standard Plan of Language Laboratory

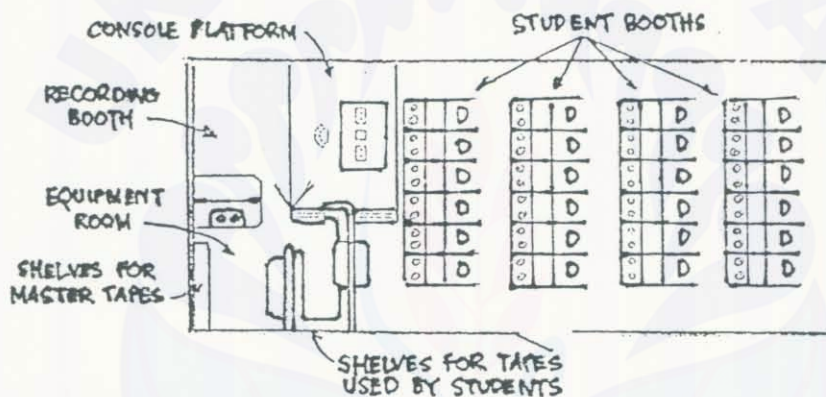
Many plans are possible to fit the available space and the preferences of the users and planners. Lado (1979:190) explains a standard plan that might fit a variety of needs as the followings :

- 1) The console should be on a platform 18 to 24 inches makes high to permit visual contact above the partitions of the booths. In such condition, it is high enough for teacher to control and contact students' listening activity.
- 2) The booths should be low enough to permit visual contact with the teacher at the console and high enough for privacy. In comprehending the material, students need to do their task well without ennoyment from their friends. The distance of console should be high enough. However, their booths among teacher should be low enough in order that they can consult their difficulty by facing the teacher. Besides, if the distance is low enough the teacher can control his students.
- 3) A sound - conditioned small room 6 x 8 feet is provided for the teacher to make tapes. It is a room where there is a recording equipment and a work bench. The teacher is able to record and put the cassette on the proper place in this room.

- 4) The collection of master tapes needs to have a special space accessible only to the teachers and the laboratory technician and not to the students. It means that the master cassette for teacher or laboratory technician and cassettes for students must be put in a different room.

In sum, the standard plan that is explained by Lado needs certain measurement and separation of the booths between teacher and students. In addition, to make language laboratory run well in every operations, it needs special rooms with different function.

Further, Lado (1979 : 191) describes floor plan for 24 booths laboratory. The picture is as follows :



Floor plan for 24 booth laboratory.

2.1.3. Types of Language Laboratory

Rivers (1968:322) explains that language laboratory is divided into four types. The four types are as follows :

1) Listen - Respond Laboratory with Activated Headphones

The value of the laboratory is greatly increased by the addition of a microphone and activated headphones for each student. As the student speaks into the microphone, his own voice is amplified and comes to him through the earphones as much as another person would hear it, and with a similar volume to that of the program to which he is listening.

The advantage of using this language laboratory is that the teacher can record the students' utterance individually in their booths if there are two decks. In

addition, it can make students listen to the foreign speech in less good condition through the headphone.

2) Listen - Respond - Compare Laboratory

The addition of individual recording facilities increases the scope of the laboratory: tape recorders are installed at each student's place. The student is able to record his utterances and compare them with those of native model. Such language laboratory can be used for all purposes listed for the listen - respond system. Moreover, because the students can stop and start the tape when they please, they are useful for such exercises as advanced listening comprehension, simulated conversation with a tape model, practice in taking notes of foreign - language lectures, and learning roles in foreign - language plays.

2) Listen - Respond - Compare Laboratory with Remote Control

The language laboratory designs removes the recording facilities from the student's booth to a central location. The program source may also be in the same location as the remote - controlled from the console. This system simplifies the purely manipulative operation of both booth and console. By completing remote control, the student moves switches in his booth for all the necessary operations of listening, recording, play back or recording. So, by completing with remote control, students can switch in their booths for all the necessary operations of listening, recording, playback or recording.

Further, this research used listen - respond laboratory with activated headphone and listen respond - compare laboratory. The students have their own activated headphone and tape recorder that was installed at each student's place.

2.2 The Definition of Listening Comprehension Skill

Littlewood (1981:66) states that listening has often been called a passive skill. Vandergrift (1999:168) also explains that listening comprehension is anything but a passive activity. It means that the students only listen to the teachers' explanation without giving any necessary response. Meanwhile, listening skill

should get better attention in teaching and learning process. To realize this, there are some activities that can be done in getting listening skill. The listener must discriminate between sounds, understand vocabulary and grammatical structure, interpret stress and intonation, retain what was gathered in all of the above, and interpret it within the immediate as well as the larger sociocultural context of the utterance. So, the listening skill above is the beginning activity in order that students can comprehend every listening materials given.

In daily life, listening skill takes the most important role. It can be shown by the result of the research that adults spend 40% - 50% of communication time listening (Vandergrift,1999:169). It happens because people spend more time to listen to the explanation without giving any necessary response.

Meanwhile, to improve the students' listening comprehension achievement, Paulston and Bruder (1976:129) show some principles in teaching listening comprehension. They are as follows :

- 1) Listening comprehension lesson must have definite goals, carefully stated.

The goals should be appropriate with the overall curriculum, and both teacher and students should know what the goals are.

- 2) Listening comprehension lesson should be constructed with careful step by step planning. Listening, as the other English skill, should be constructed from the simplest up to the most complex one systematically in order that the teacher knows their progress.
- 3) Listening comprehension lesson which deals with structure should demand active students' participation. It means that the structure of the materials given in class should be suitable with the participation so that they can give correct response to the task given. If the teacher allows students' participation in listening comprehension lesson, it will involve their written response to listening comprehension material.
- 4) Listening comprehension lesson should provide a communicative urgency for remembering in order to develop concentration. It can be done by giving them writing assignment before they listen to the material. The purpose of this technique is to know how far their concentration is to remember the material

given after they have got them in the last meeting. (The function is the same as giving leading question in the reading class).

- 5) Listening comprehension lesson should stress conscious memory work.

One of the goals of listening is to strengthen the students' immediate recall in order to increase their memory in listening material.

- 6) Listening comprehension lesson should 'teach' not 'test'.

It means that to know the feed back of students' listening activity, the teacher should teach them as the main aim. If the teacher gives them test as the main aim, students will understand the material temporarily. In other words, students will do the test because they want to get good mark. Otherwise, they do not feel the feed back after learning it. In this case, the purpose of checking the students' answers is to know the feed back, as a way to find out how they did and how they are progressing.

Thus, teacher should involve the students in every time of teaching listening comprehension. To get successfulness in teaching listening comprehension, the teacher should practise some principles above in order that the students can enjoy every process through such activities.

2.2.1. The Purpose of Listening Comprehension

The highest target of listening skill will be reached when the student listen to the speaker with a purpose and comprehension. In line with this, the researcher limited the research for knowing the students' listening comprehension achievement by determining the detailed information based on the material listened through the use of language laboratory. The materials consist of family life, tourism and sport.

Wright (1989:159) notes that listening for detailed information is similar to the scanning technique, that is listening to locate specific information in which the listener is trying to absorb all the information given. Further, Littlewood (1981:67) explains that the active nature of listening means that, no less than in speaking, the learner must be motivated by a communicative purpose. This

purpose determines to a large extent what message he must listen for and which parts of the spoken text are most important.

Dealing with this point, Norton (1990: 125) presents some activities for helping the students listen for detailed information :

- a. Present a selection orally and have students classify the details according to whether they are important, helpful, or necessary.
- b. Read a descriptive selection to the class. Find a selection that mentions such characteristics. Have the class listen carefully for detailed description.
- c. Have the students write detailed description of characters in familiar stories.
- d. Have the students listen carefully for details that suggest the identities of the individuals.

By doing these steps, hopefully, students will be more interested and motivated in finding detailed information. They have to listen more carefully and attentively in order to be able to get the details or the intended information of the material given.

2.2.2 The Factors that Influence Listening Comprehension Achievement

According to Pilon's idea (1978) as quoted by Temple and Gillet (1984 :71), there are some factors that can influence listening as follows:

- a. The listeners tend to listen attentively in their listening teaching learning process, and
- b. The listeners tend to be inattentive in their listening teaching learning process.

Further, Pilon explains about attentive and inattentive listening as follows:

A. The listeners tend to listen attentively when:

- a. The speaker can be heard and understood comfortably, without distracting outside noise, too low volume, or interruptions. It means that the teacher should consider the condition of the class. If the class is not noisy and the speaker can read the text well, the students are able to concentrate their mind to the spoken text.
- b. They are interested and involved in the presentation, preferably actively involved.

If the teacher involves each students in presentation, students will feel that teacher is fully attentive and finally they will be motivated to learn the material.

- c. They have positive feelings toward the speaker.

It deals with the speaker's performance. If the teacher can show his positive performance (including how he responses to their answers and how he performs in front of the class), students will be eager to listen to the material.

- d. They are motivated to interact and respond.

After listening to the text, students should be asked to do the task based on the text. Thus, students will be active in listening, writing or other skills.

- e. They do not have to listen to something for too long without doing something actively. If the students only listen to the speaker's utterance, it will make them bored. So, the teacher has to give other task as the feed back after listening to his explanation. For instance, the teacher asks them to do the exercise or to give response about his explanation during listening activity.

- B. Meanwhile, according to Pillon (1978) as quoted by Temple and Gillet (1984:171), the listeners tend to listen inattentively when :

- a. They cannot comfortably hear the speaker.

If the speaker's utterance cannot be heard by students because of his low voice, students will get bored and confused. Finally, they are lazy to do the task.

- b. The speaker insults their intelligence, talks down to them, or makes unpleasant or derogatory remarks, or any other conditions that cause them to have negative feelings toward the speaker.

A teacher has to give positive response and positive reinforcement about their answers eventhough it is incorrect. Teacher should not insult their own intelligence or ability in understanding the material because they are in condition of learning something new.

- c. They know they will be 'payoff' for listening; no respond will be required, or only the same few people will be called or selected, or asked to respond in some other ways.

Students are not used to participating actively in listening. Sometimes after listening to the text, teacher only points out few students to answer the questions and the others remain listen to them without giving additional response.

- d. They have been “conditioned” not to listen, as by a parent or teacher who habitually repeats the main point or directions many times.

In daily life, parent and teacher only say something about the main point without giving explanation chronologically. Finally, students will be conditioned to hear and do their instruction without having right to ask more detail.

Meanwhile, the teacher should pay attention to the two factors above due to the importance of teaching listening. To be successful in his teaching listening by considering the two factors above, the teacher can use supported language aids, for example language laboratory. Language laboratory can be used to make the students more attentive in understanding every listening materials given since it provides them with suitable equipment to focus on what are being said.

2.3 The Theoretical Framework of A Test

In teaching and learning process, test must be used to know the students' performance in comprehending listening. As stated by Heaton (1991:6) that the function of a test is to evaluate students' performance for purposes of comparison or selection. Generally, Hughes (1994:9) says that test is used to obtain the information. In this case, information is needed to know the students' ability in comprehending listening task.

2.3.1 Kind of Testing

Hughes (1994:19) defines that in terms of scoring methods, there are two kinds of testing. If no judgement is required on the part of the scorer, it is called an objective scoring. An example of this scoring is a multiple choice test. In contrast, if judgment is called for, the scoring is said to be subjective scoring. An

example of this test is answering the questions based on the passage in the reading text.

2.3.2 The Theoretical Review of “Wh Question”, “Yes /No Question” and Cloze Test

1) “Wh question”

Krohn (1986:30) defines that “wh question” is a question beginning with a question word, such as: who, what, when or where. Basically, we use question words to ask for information (Azar,1989:A8).

Furthermore, wh questions have certain functions. The functions as explained by Azar (1989:A 10) are as follows:

a. *What* is used to ask for the subject or object of a question. As subject of a question, *what* is used to ask for the condition of the person/s.

For examples: What made you angry? (as subject of question)

What do you need? (as object of question)

b. *Who* is used to ask for the subject of a question. As subject of a question, *who* is used to ask for the identity of the person/s

For example: Who is your class – teacher?

a. *Whom* is used to ask for the object of a verb / preposition.

For example: Who (m) did you see?

b. *Whose* is used to ask for questions about possession.

For example: Whose desk is in front of yours?

c. *When* is used to ask about arrival time.

For example: When did they ?

d. *Where* is used to ask question about place.

For example: Where is she?

e. *Which* is used instead of *what* when a question concerns choosing from a definite, known quantity or group.

For example: Which books do you like?

f. *How* generally is used to ask about manner.

For example: How does he drive?

a. "How long" asks about length of time.

For example : How long has he been here?

b. "How often" asks about frequency.

For example: How often do you write home?

c. "How far" asks about distance.

For example: How far is it to Miami from here?

2) "Yes / No Question"

Azar (1989:A8) defines that "yes / no question" is a question that may be answered by "yes or no". When we want to construct "yes / no question", the form of auxiliary or "be" is placed before the subject (Krohn, 1986:33).

Mostly, in daily conversation "yes / no question" is answered or responded with a short answer. Kon (1991:94) defines that a short answer is an answer which has some of its words left out.

For example: Does he live in Chicago? (Yes / no question)

Yes, he does or No he does not (short answer)

The forms of "Yes / No question" and "Wh question" are commonly used to measure the students' comprehension on listening. Hopefully, the students will be more understandable and comprehensible on the listening material.

"Wh question" and "Yes / No question" have the similar strength and weaknesses. One of The strength of those questions is the students can learn the variety of the form of questions. Students can comprehend what possible reply / answer if there are some "Wh questions" and "Yes / No questions" in the listening test. In fact, one of the weaknesses of those questions is the students are possibly will do gambling if they can not answer the questions.

3) "Cloze Test"

The construction of "cloze test" is constructed by deleting every nth words systematically (Heaton,1991:131). Clearly, Hughes (1994:63) explains that the cloze procedure involves deleting a number of words in a passage, leaving blanks, and requiring the person taking the test to replace the original words.

used. In the language laboratory, the students can listen to the materials and the teacher's explanation through the teacher's central console that is put in front of the student's console. The teacher can play the cassette in certain times in his central console to know the students' comprehension on listening materials. Unfortunately, the teacher did not use this good opportunity effectively. The teacher did not teach listening material separately in the language laboratory. He claimed that even though the students did not listen in the language laboratory, they still were able to listen to the materials in the reading class. However, the teacher confessed that when he asked certain questions to them in the class, they got difficulty to understand and to answer the teacher's questions.

2.5 The Effect of Using Language Laboratory on Listening Comprehension Achievement

Cox (1999:151) states that 68% of each school day is spent in communication, and during that time, listening is the most prevalent activity (45%). It means that students spend most of their time to listen to every materials given. To have good ability in listening skill, students have to practise their mind regularly by using certain aid. One of the aids that can be used is language laboratory. When the students listen to the materials in the language laboratory, they will catch the specific information in their mind and memorize them in their long term memory. Of course, the students are able to do it by using certain aids in learning listening comprehension. In teaching listening comprehension, language laboratory can create good technique and model for both teacher and students. Lado (1979:175) states that language laboratory can provide good models of the speech of the target language for imitation and manipulation by the students. This increases the power of the teacher who is not a native speaker of the foreign language and who has not achieved complete native pronunciation. It also increases the power of the teacher who is a native speaker by permitting the students to hear a variety of speakers of the language.

Realizing the reasons above, it is clear that the use of language laboratory is not only creating good models and techniques, but also creating high motivation

for both the teacher and the students in learning the foreign language. In this case, English can be taught through the use of language laboratory to improve the students' attention in listening comprehension.

2.6 Hypothesis

Based on the related literature above, the major hypothesis can be formulated as follows:

“There is an effect of the use of language laboratory on students' listening comprehension of the first year of SMU Muhammadiyah 3 Jember in 2002 / 2003 academic year”.

Meanwhile, the minor hypotheses are as follows:

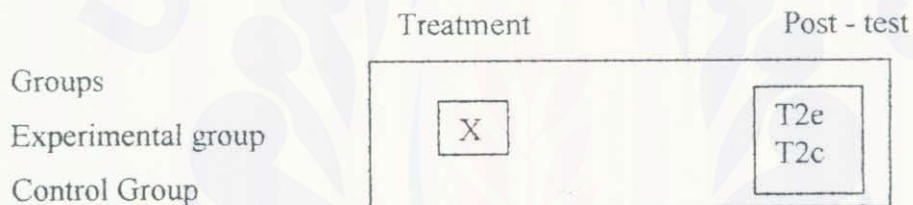
- a. “There is a significant effect of the use of language laboratory of “Wh questions” on students' listening comprehension of the first year of SMU Muhammadiyah 3 Jember in 2002 / 2003 academic year”.
- b. “There is a significant effect of the use of language laboratory of “Yes / No questions” on students' listening comprehension of the first year of SMU Muhammadiyah 3 Jember in 2002 / 2003 academic year”.
- c. “There is a significant effect of the use of language laboratory of “Cloze test” on students' listening comprehension of the first year of SMU Muhammadiyah 3 Jember in 2002 / 2003 academic year”.



III. RESEARCH METHOD

3.1 Research Design

Research data are badly needed to be used by the researcher in order to obtain the valid data suitable with the research problems and the objectives of the research. Quasy - experimental with post- test only control group design was applied in this research because it closely approximated to the most desirable of true experimental design. Moreover, it is commonly used in an educational research (McMillan,1992:176). The research design could be illustrated as follows:



Where:

- X : Treatment
 - T2e : Post - test of the experimental group
 - T2c : Post - test of the control group
- (Adapted from Suryabrata, 1983:49)

The procedures of the research design can be described as follows :

1. Administering pre-test to all of the existing five classes to know the homogeneity of the population (Appendix 14). The pre-test result was analyzed statistically by using Anova formula. The result of the pre-test was non significant, so that the population was considered homogenous. Therefore, the experimental group and the control group could be determined randomly.
2. Giving treatment, that was teaching listening comprehension by using language laboratory to the experimental group, while the control group was taught by using tape recorder in the regular class.

3. Giving post - test to the experimental group and the control group.
4. Using t - test formula to find out the mean difference of both groups, then, they were compared to know whether or not there was an effect of using language laboratory on students' listening comprehension.
5. Finding the Degree Relative Effectiveness (DRE) when it was found significant.

The DRE formula was as follows:

$$DRE = \frac{M_a - M_b}{M_b} \times 100\%$$

6. Drawing a conclusion.

3.2 Area Determination Method

The purposive method was used to determine the research area. This research was conducted at SMU Muhammadiyah 3 Jember. This school was chosen purposively because it was possible to get permission to conduct the research at the school. Besides, the English teacher has never taught the students listening skill through the use of language laboratory for the first year students of SMU Muhammadiyah 3 Jember.

3.3 Respondent Determination Method

It was essential to choose respondents that would enable the researcher to conduct the research. Saslow (1982) in (Bieger and Gerlach,1996:97) claims that the selection of the research sample has important consequences for validity of the research findings. According to Arikunto (1998:120), if the subjects are more than a hundred, we can take 10% to 15%, or 20% to 25 % or more of the population as the samples. The respondents of this research were the first year students of SMU Muhammadiyah in the 2002 / 2003 academic year consisting of 207 students, so the sample research was used in this research. The pre-test was administered to know the homogeneity of the population. Having conducted the pre-test, it was known that the result was non significant (Appendix 14). It means that the population was homogenous. Finally, two of the existing five classes were chosen

randomly by lottery. The first class was treated as the experimental group and the second one was treated as the control group. The total number of the sample students 80, that was the number of the experimental group 40 while the number of the control group 40 -

3.4 Data Collection Method

In this research, there were two kinds of data namely the primary data and supporting data. The primary data were collected by using listening test and the supporting data were collected by using interview, observation and documentation.

3.4.1. Test

Listening test was used to get primary data about the students' achievement on listening comprehension. The test here was the teacher - made test constructed based on the indicators used and by considering the 1999 English Curriculum for the first year students of SMU. In constructing the test, the researcher consulted with the English teacher whether the test items were suitable with the students' comprehending on listening materials or not. The researcher here recorded the two native speakers' voice in the tapescript.

The form of the post-test was multiple choice items and cloze test. This form of the test was chosen because it was easy to score, and the score was perfectly reliable, as Hughes (1994:19) says that the kind of objective test could produce high reliability. The total number of the test items was 30 items with the distribution of items for each indicators was 10 items. The score of each correct items "Wh questions" was 3, "Yes/No questions" was 2.5 and "Cloze test" was 4.5 for. "Yes/ No questions was scored 2.5 because logically, the students only had two options (yes or no) to get the correct answer. The options of the answers were four with different form of grammar and structure. Meanwhile, "Wh questions" were scored 3 because the questions were more difficult than "Yes/No questions". Students had to think hard to find the correct answer from the questions words given. And the last, "Cloze test" was scored 4.5 because the students had to think more attentive to get the detailed information. In this case,

they had to discriminate the sound, the correct spelling and pronunciation. Thus, the total score of correct answers were 100. The post-test was used to measure the students' listening comprehension achievement after giving the treatment in the form of using language laboratory to the experimental group and without using language laboratory to the control group, that is by using tape-recorder in the classroom.

Concerning with validity and reliability, Sudjana (1990:135) suggests that a good test as a research instrument must be valid and reliable. The test is said to be valid if it measures accurately what is intended to be measured (Hughes,1994:22). The content validity was applied in this research because the test was constructed based on the materials in the syllabus. The material of the test was taken from the English books for the first year of SMU published by Balai Pustaka, Mina Pustaka Tama and Grafindo Media Pratama. Hughes (1994:45) defines that reliability refers to the test result consistency. Further, he adds that to be valid, a test must provide consistently accurate measurements. It means that a valid test ought to be reliable. Therefore, the reliability of the test was not established because it had been valid.

Meanwhile, in doing the test and treatment the researcher played the cassette three times for the whole indicators and while the students listened to the cassette, they were required to do the test items that were provided in their own answer sheets. If the students have already done the test after playing the cassette three times, the teacher continued to the next items. The topics that was taken for conducting the test material and that was taught in the process of teaching listening comprehension was about family life, sport and tourism. The steps of conducting the treatment above was the same for the students that were taught listening comprehension achievement by using tape-recorder (see Appendix 3 and 4).

3.4.2. Interview

In this research, interview was used to get the supporting data about the English teaching in the first year students, especially dealing with the techniques,

the materials used by the English teacher in teaching English, mainly in teaching the listening skill. The interview was conducted with the English teacher of the first year students by using the interview guide in the form of a list of questions related to the supporting data needed. The interview guide is enclosed on Appendix 2.

3.4.3 Observation

The supporting data got by observation is about the general condition of the students. It means about the phenomenon that happens currently toward the students. For example: the students' attention when they listen to the material in the language laboratory. From this observation were used to explain the result and discussion of this research.

3.4.4. Documentation

Documentation method was used to find out the supporting data about the names of respondents, the names of the school personnels, and the school facilities. The data obtained from documentation in this research were the names all students. In addition, the numbers of the students, the school personnel, and the facilities of SMU Muhammadiyah 3 Jember.

All the supporting data above were used to analyze the students' comprehension listening that was got from interview, observation and documentation. Those supporting data were analyzed on the research results.

3.5 Data Analysis Method

The primary data were collected from listening test through answer sheets to the respondents. Therefore, the data were analyzed statistically by using t-test formula to know the mean difference between the experimental group and the control group.

The t-test formula used was as follows :

$$t = \frac{M_a - M_b}{\sqrt{\left(\frac{\sum X_a^2 + \sum X_b^2}{n_a + n_b - 2}\right) \left(\frac{1}{n_a} + \frac{1}{n_b}\right)}}$$

(Taken from Hadi, 2001:443)

Notes :

Ma = Mean of the experimental group

Mb = Mean of the control group

Xa = Individual scores of the experimental group

Xb = Individual scores of the control group

na = The number of subjects of the experimental group

nb = The number of subjects of the control group

The degree of freedom is: Df = na + nb - 2

To establish the value of t - test result, the significant level of 5 % is used.

If the result of the analysis was significant, the next step was analyzing the degree of Relative Effectiveness. The formula of the analysis was as follows:

$$DRE = \frac{Ma - Mb}{Mb} \times 100\%$$

Notes:

DRE: Degree of Relative Effectiveness

Ma : Mean of Experimental Group

Mb : Mean of Control Group

(Adapted from Sulthon, 1996: 66)

When we want to delete the words, the deletion of words can be in every the fifth word, the sixth word, or the seventh word systematically.

“Cloze test” has some advantages. One of the advantages is easy to construct, administer and score (Hughes,1994:65). It means that if we want to construct “cloze test”, we only need to delete the number of words every nth words; afterwards, in administering the test, we only need to adjust their answers with the provided answers.

2.4 The Listening Materials that are taught in listening class at Senior High School

The listening materials here have to fulfil SMU Curriculum. It means that the topic chosen and the objective of listening materials must be based on the syllabus of SMU. The objective of listening materials that is stated in the SMU Syllabus (1999:18) are as follows:

- a. Students are able to find out the detailed information in the text simply (conversation, narration and description).
- b. Students are able to find out the main idea in the text simply (conversation, narration and description).
- c. Students are able to find out the main idea in the text simply (conversation, narration, description).

Meanwhile, the objective of the listening material in this research is the students are able to find out the detailed information in the cassette in the language laboratory

The teaching of listening comprehension generally is taught integratively with other skills. Mostly, the teaching listening comprehension is taught integratively with reading skill. This situation was similar happening to the students of SMU Muhammadiyah 3 Jember. They were taught listening integratively with the three skills, mostly with reading class.

Actually, SMU Muhammadiyah 3 Jember had language laboratory with listen-respond laboratory with activated headphones and listen-respond-compare laboratory. The language laboratory had 50 headphones, but only 25 that could be



IV. RESEARCH RESULTS AND DISCUSSION

Based on the investigation held at SMU Muhammadiyah 3 Jember on April 1st up to 12th 2003 the primary data and the supporting data were successfully collected. The supporting data was obtained through interview, observation and documentation while the primary data was obtained from the listening comprehension test data about the finding are presented in detail in the following sections. In addition, the data analysis and the discussion of the results are presented in this chapter.

4.1 The Result of Interview

It has been mentioned that the interview was conducted with the English teacher concerning with the English compulsory book used in teaching learning process and the teaching listening comprehension. The interview was conducted five times for three days.

According to the teacher, listening comprehension was taught integratively with the three language skills; reading, writing and speaking. When the teacher wanted her students to listen the material in skill of listening comprehension, the teacher explained the material and the students listened attentively. Having listened attentively, the students did the task and then discussed it together.

From the results of interview it was known that the compulsory books used by the English teacher was English for SMU I by Saukah and Setiabudi et. al. in teaching English and it has been combined with English' 94 for SMU I by Rarasati et. al. In addition, Mahir Bahasa Inggris I by Setiabudi et. al. was used as students' workbook. The listening comprehension materials which have been taught to the students were suitable with the theme and sub theme of the basic course outline of the first year students. In the teaching listening comprehension to the first students of SMU Muhammadiyah 3 Jember, the teacher has not ever taught them in the language laboratory. It happened because the number of the whole students of SMU Muhammadiyah 3 Jember were not balanced with the number of the headphones. The whole number of students of SMU Muhammadiyah 3 Jember were 632 while the active provided headphones were 25. So, due to of this reason, the use of language laboratory was focused on the third year students, especially for the language major. In addition, he also explained that it was not

necessary to teach listening comprehension separately by considering the limited time and the provided equipment in the language laboratory even though he confessed that they often got difficulty to understand his explanation and his questions in then class.

4.2 The Results of Observation

From the results of observations it was known that students were greatly positive response in every teaching listening comprehension in the language laboratory. Besides, the students listened fully attention when the researcher played the cassette and explained the materials in the language laboratory.

4.3 The Results of Documentation

Document was used to get the supporting data about the list of the school personnel, the names of the respondents, and the facilities provided at SMU Muhammadiyah 3 Jember.

1. The Respondents of the Research

The respondents of the research were the first year students of SMU Muhammadiyah 3 Jember in the 2002 / 2003 academic year. The total number of the population was 207 students which were divided into five classes. Based on the result of F-test, it was known that the result was not significant. It means that the population was homogenous (Appendix 14). Therefore the respondents were taken randomly by lottery. From the available five classes, two classes were taken; therefore, one class was treated as the experimental group (class I₂) while the other class was treated as the control group (class I₁). The total number of respondents was 80 (see appendix 10).

2. The List of the Personnel of SMU Muhammadiyah 3 Jember

The Personnel of SMU Muhammadiyah 3 Jember the administrative staff, security, computer operator and the cleaning service person (see appendix 11 and 12).

3. The Facilities of SMU Muhammadiyah 3 Jember

The facilities of SMU Muhammadiyah 3 Jember consisted of fifteen classes and language laboratory room. The language laboratory room consisted of 51 headphones (50 headphones for students and one headphone for the teacher), 1 microphone, 1 tape-recorder, 51 chairs, 50 consoles and 1 central console (see Appendix 13).

4.3 The Results of Tests

The result of tests were obtained from the pre-test and the post-test. The pre-test on listening comprehension achievement test was given to the five classes of the population prior to the investigation itself to know the homogeneity of the population. In the process of teaching listening comprehension, the researcher taught twice both to the students of the experimental group and the control group. Meanwhile, post-test was conducted to get the data about the first year students' listening comprehension achievement of SMU Muhammadiyah 3 Jember.

4.3.1 The Results of Pre-test

Pre-test was conducted to the existing five classes to know the homogeneity of the population. To get the results of pre-test, the results of the pre-test were analyzed statistically by applying Anova formula.

Table I: Results of Anova

Source of Variation	SSB	Df	MSB	F. Computation	F. Table
Between Group (dfb)	620.993	4	155.248	0.867	2.41
Within Group (dfw)	36152.075	202	178.971	—	—
Total	36773.068	206	334.219	—	—

To know more about the data analysis of pretest, see Appendix 14.

The result of Anova above was consulted to the F-table with the degree of significance 5% to prove whether the computation results was significant or not. Based

on the results of computation above, the value of F computation (the results of Anova) was 0.867 and the value of F table with the significant level of 5% was 2.41. Having been compared, the value of computation was lower than F-table ($0.867 < 2.41$), so it can be said that the result of pre-test was not significant which means that the five classes (population) were homogenous. Finally, two classes were taken as the respondents of the research randomly from the five classes. The first class was determined as the experimental group (I_2) and the second class was determined as the control group (I_1).

4.3.2 Results of Post-test

Post-test was conducted to get the primary data about the students' achievement on listening comprehension. Post-test was given after both of the two groups had been given treatment. The results of post-test were analyzed by using t-test and it was consulted to the t-table to test the hypothesis. The results of post-test is presented on the table 2, table 3, and table 4.

Table 2. Tabulation of the Scores of Post-Test of Listening Comprehension Achievement of the Experimental Group and the Control Group

No	X	X ²	Y	Y ²
1	74	5476	64,5	4489
2	64,5	4160,25	43	1849
3	60,5	3660,25	43	1849
4	61	3721	56	3136
5	69,5	4830,25	54	2916
6	79,5	6320,25	54	2916
7	68	4624	38	1444
8	56,5	3192,25	42,5	1806,25
9	60	3600	52	2704
10	71,5	5112,25	68	4624
11	69,5	4830,25	48,5	2352,25
12	62,5	3906,25	40,5	1640,25
13	62	3844	56,5	3192,25
14	74,5	5550,25	40	1600
15	59	3481	32	1024
16	57,5	3306,25	47	2209
17	76	5776	59	3481
18	47	2209	46,5	2162,25
19	55,5	3080,25	45	2025
20	53,5	2862,25	39	1521
21	50,5	2550,25	61,5	3782,25
22	57,5	3306,25	59	3481
23	49,5	2450,25	51,5	2652,25
24	56	3136	46,5	2162,25
25	53	2809	40,5	1640,25
26	46,5	2162,25	54	2916
27	54	2916	57	3249
28	55,5	3080,25	29	841
29	44,5	1980,25	29	841
30	48,5	2352,25	60,5	3660,25
31	56,5	3192,25	50,5	2550,25
32	55,5	3080,25	44	1936
33	76	5776	63	3969
34	47	2209	51,5	2652,25
35	54	2916	44	1936
36	66	4356	36,5	1332,25
37	55	3025	35	1225
38	59	3481	55,5	3080,25
39	62,5	3906,25	53	2809
40	57	3249	75,5	5700,25
Total	2386	145475,5	1966	101356

Table 3. The Tabulation of the Students' Listening Comprehension Scores of the Experimental Group of Each Indicator

No.	"Wh Questions"		"Yes/No Questions"		"Cloze Test"	
	A	A ²	B	B ²	C	C ²
1	27	729	20	400	27	729
2	27	729	15	225	22,5	506,25
3	27	729	20	400	13,5	182,25
4	30	900	17,5	306,25	13,5	182,25
5	27	729	20	400	22,5	506,25
6	30	900	22,5	506,25	27	729
7	21	441	20	400	27	729
8	21	441	17,5	306,25	18	324
9	27	729	15	225	18	324
10	27	729	17,5	306,25	27	729
11	27	729	20	400	22,5	506,25
12	18	324	17,5	306,25	27	729
13	27	729	12,5	156,25	22,5	506,25
14	27	729	25	625	22,5	506,25
15	21	441	20	400	18	324
16	18	324	12,5	156,25	27	729
17	24	576	25	625	27	729
18	18	324	20	400	9	81
19	27	729	15	225	13,5	182,25
20	30	900	10	100	13,5	182,25
21	15	225	17,5	306,25	18	324
22	18	324	12,5	156,25	27	729
23	21	441	15	225	13,5	182,25
24	9	81	20	400	27	729
25	27	729	12,5	156,25	13,5	182,25
26	21	441	7,5	56,25	18	324
27	12	144	15	225	27	729
28	27	729	15	225	13,5	182,25
29	18	324	17,5	306,25	9	81
30	27	729	12,5	156,25	9	81
31	12	144	17,5	306,25	27	729
32	18	324	15	225	22,5	506,25
33	24	576	25	625	27	729
34	21	441	12,5	156,25	13,5	182,25
35	21	441	15	225	18	324
36	24	576	15	225	27	729
37	12	144	25	625	18	324
38	21	441	20	400	18	324
39	18	324	17,5	306,25	27	729
40	15	225	15	225	27	729
Total	882	20664	685	20081,2	819	18266

Table 4. The Tabulation of the Students' Listening Comprehension Scores of the Control Group of Each Indicator

No	"Wh Questions"		"Yes/No Questions"		"Cloze Test"	
	A	A ²	B	B ²	C	C ²
1	30	900	7,5	56,25	27	729
2	24	576	10	100	9	81
3	15	225	10	100	18	324
4	21	441	12,5	156,25	22,5	506,25
5	21	441	15	225	18	324
6	12	144	15	225	27	729
7	12	144	12,5	156,25	13,5	182,25
8	24	576	5	25	13,5	182,25
9	24	576	10	100	18	324
10	21	441	20	400	27	729
11	18	324	12,5	156,25	18	324
12	12	144	15	225	13,5	182,25
13	21	441	17,5	306,25	18	324
14	12	144	10	100	18	324
15	18	324	5	25	9	81
16	15	225	5	25	27	729
17	24	576	12,5	156,25	22,5	506,25
18	21	441	7,5	56,25	18	324
19	21	441	15	225	9	81
20	18	324	7,5	56,25	13,5	182,25
21	24	576	15	225	22,5	506,25
22	21	441	20	400	18	324
23	18	324	20	400	13,5	182,25
24	18	324	15	225	13,5	182,25
25	24	576	7,5	56,25	9	81
26	24	576	7,5	56,25	22,5	506,25
27	15	225	15	225	27	729
28	15	225	5	25	9	81
29	15	225	5	25	9	81
30	18	324	20	400	22,5	506,25
31	21	441	2,5	6,25	27	729
32	18	324	12,5	156,25	13,5	182,25
33	30	900	15	225	18	324
34	18	324	20	400	13,5	182,25
35	15	225	20	400	9	81
36	12	144	20	400	4,5	20,25
37	21	441	5	25	9	81
38	30	900	7,5	56,25	18	324
39	21	441	5	25	27	729
40	24	576	20	400	31,5	992,25
Total	786	16380	482,5	7006,25	697,5	13993

From the data above, the computation of t-test on the students' listening comprehension achievement scores are as follows:

1. Calculating the mean score of the experimental group:

$$M_x = \frac{\sum X}{N_x} = \frac{2386}{40} = 59.65$$

2. Calculating the mean score of the control group:

$$M_y = \frac{\sum Y}{N_y} = \frac{1966}{40} = 49.15$$

3. Calculating the individual score deviation square of M_x :

$$\begin{aligned} \sum X^2 &= \sum X^2 - \frac{(\sum X)^2}{N_x} \\ &= 145475.75 - \frac{(2386)^2}{40} = 145475.75 - 142324.9 \\ &= 3150.85 \end{aligned}$$

4. Calculating the individual score deviation square of M_y :

$$\begin{aligned} \sum Y^2 &= \sum Y^2 - \frac{(\sum Y)^2}{N_y} \\ &= 101356 - \frac{(1966)^2}{40} = 101356 - 96628.9 \\ &= 4727.10 \end{aligned}$$

3. Calculating the individual score deviation square of M_x :

$$\begin{aligned}\sum X^2 &= \sum X^2 - \frac{(\sum X)^2}{N_x} \\ &= 18266 - \frac{(819)^2}{40} = 18266 - 16769.025 \\ &= 1496.97\end{aligned}$$

4. Calculating the individual score deviation square of M_y :

$$\begin{aligned}\sum Y^2 &= \sum Y^2 - \frac{(\sum Y)^2}{N_y} \\ &= 13995 - \frac{(697.5)^2}{40} = 13995 - 12162.66 \\ &= 1830.34\end{aligned}$$

5. Calculating the t-test of listening comprehension achievement:

$$\begin{aligned}t\text{-test} &= \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}} \\ &= \frac{20.48 - 17.44}{\sqrt{\left(\frac{1496.97 + 1830.34}{40 + 40 - 2}\right) \left(\frac{1}{40} + \frac{1}{40}\right)}} \\ t\text{-test} &= 2.032\end{aligned}$$

6. Calculating the degree of freedom:

$$\begin{aligned}Df &= (N_x + N_y - 2) \\ &= (40 + 40 - 2) = 78\end{aligned}$$

t critical value of t-test at significant level of 5% with Df (78) is 1.980.

From the data above, the computation of the t-test on listening comprehension achievement of each indicator are as follows:

A. Calculating the t-test of “W questions” achievement

1. Calculating the mean score of the experimental group:

$$M_x = \frac{\sum X}{N_x} = \frac{1092.4}{40} = 27.31$$

2. Calculating the mean score of the control group:

$$M_y = \frac{\sum Y}{N_y} = \frac{871.2}{40} = 21.78$$

3. Calculating the individual score deviation square of M_x :

$$\begin{aligned} \sum X^2 &= \sum X^2 - \frac{(\sum X)^2}{N_x} \\ &= 33189.1 - \frac{(1092.4)^2}{40} \\ &= 3355.656 \end{aligned}$$

1. Calculating the individual score deviation square of M_y :

$$\begin{aligned} \sum Y^2 &= \sum Y^2 - \frac{(\sum Y)^2}{N_y} \\ &= 21235.5 - \frac{(871.2)^2}{40} \\ &= 2260.764 \end{aligned}$$

2. Calculating the t-test of listening comprehension achievement:

$$\begin{aligned} t\text{-test} &= \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2} \right) \left(\frac{1}{N_x} + \frac{1}{N_y} \right)}} \\ &= \frac{27.31 - 21.78}{\sqrt{\left(\frac{3355.656 + 2260.764}{40 + 40 - 2} \right) \left(\frac{1}{40} + \frac{1}{40} \right)}} \\ &= 2.914 \end{aligned}$$

B. Calculating the t-test of “Yes and No questions” achievement

1. Calculating the mean score of the experimental group:

$$M_x = \frac{\sum X}{N_x} = \frac{818,4}{40} = 20.46$$

2. Calculating the mean score of the control group:

$$M_y = \frac{\sum Y}{N_y} = \frac{650,1}{40} = 16.252$$

3. Calculating the individual score deviation square of M_x :

$$\begin{aligned} \sum X^2 &= \sum X^2 - \frac{(\sum X)^2}{N_x} \\ &= 20081.16 - \frac{(814.4)^2}{40} \\ &= 3336.696 \end{aligned}$$

4. Calculating the individual score deviation square of M_y :

$$\begin{aligned} \sum Y^2 &= \sum Y^2 - \frac{(\sum Y)^2}{N_y} \\ &= 12425.5 - \frac{(650.1)^2}{40} \\ &= 1859.74 \end{aligned}$$

5. Calculating the t-test of listening comprehension achievement:

$$\begin{aligned} t\text{-test} &= \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2} \right) \left(\frac{1}{N_x} + \frac{1}{N_y} \right)}} \\ &= \frac{20,460 - 16,252}{\sqrt{\left(\frac{3336.696 + 1859.740}{40 + 40 - 2} \right) \left(\frac{1}{40} + \frac{1}{40} \right)}} \\ &= 2.305 \end{aligned}$$

C. Calculating the t-test of "Cloze test" achievement

1. Calculating the mean score of the experimental group:

$$M_x = \frac{\sum X}{N_x} = \frac{676,9}{40} = 16.922$$

2. Calculating the mean score of the control group:

$$M_y = \frac{\sum Y}{N_y} = \frac{571,3}{40} = 14.282$$

3. Calculating the individual score deviation square of M_x :

$$\begin{aligned} \sum X^2 &= \sum X^2 - \frac{(\sum X)^2}{N_x} \\ &= 12541.39 - \frac{(676.9)^2}{40} \\ &= 1086.550 \end{aligned}$$

4. Calculating the individual score deviation square of M_y :

$$\begin{aligned} \sum Y^2 &= \sum Y^2 - \frac{(\sum Y)^2}{N_y} \\ &= 9694.81 - \frac{(571.3)^2}{40} \\ &= 1535.218 \end{aligned}$$

5. Calculating the t-test of listening comprehension achievement:

$$\begin{aligned} t\text{-test} &= \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2} \right) \left(\frac{1}{N_x} + \frac{1}{N_y} \right)}} \\ &= \frac{16,922 - 14,282}{\sqrt{\left(\frac{1086.550 + 1535.218}{40 + 40 - 2} \right) \left(\frac{1}{40} + \frac{1}{40} \right)}} \\ &= 2.036 \end{aligned}$$

4.4 The Hypothesis Verification

The hypothesis verification can be analyzed as follows:

4.4.1 Major Hypothesis

Based on the result of the computation of the post – test scores using the t-test formula of listening comprehension achievement, it shows that the value of t-test is 4.667 while the critical of t-test with the significant level of 5% and the degree of freedom 78 is 1.980. It indicates that the statistical value of t-test is higher than that the t-test critic ($4.667 > 1.980$). It means that the null major hypothesis (H_0) which is formulated “There is no effect of using language laboratory on students’ listening comprehension achievement of the first year of SMU Muhammadiyah 3 Jember in 2002 /2003 academic year” is rejected, while the alternative major hypothesis which is formulated “There is an effect of using language laboratory on students’ listening comprehension achievement of the first year of SMU Muhammadiyah 3 Jember in 2002 / 2003 academic year” is accepted.

4.4.2 Minor Hypothesis

From the computation of the t-test formula of students’ listening comprehension achievement of each indicators showed that the value of t-test of “Wh questions” achievement is 2.004, the value of t- test of “Yes and No questions” achievement is 2.053 and the value of “cloze test” is 2.082 while the critical value of t-test with significant level of 5% and the degree of freedom 78 is 1.980 (see appendix 15). It means that the statistical value of t-test of the students’ listening comprehension achievement of each indicators is higher than that the t-test critic ($2.044 > 1.980$), ($2.053 > 1.980$), and ($2.082 > 1.980$). The null minor hypothesis (H_0) of this research which were formulated as follows:

- a. There is no effect of using language laboratory on students’ listening comprehension achievement on “Wh questions” achievement of the first year of SMU Muhammadiyah 3 Jember in 2002 / 2003 academic year;
- b. There is no effect of using language laboratory on students’ listening comprehension achievement on “Yes and No questions” achievement of the first year of SMU Muhammadiyah 3 Jember in 2002 / 2003 academic year;

- c. There is no effect of using language laboratory on students' listening comprehension achievement on "cloze test" achievement of the first year of SMU Muhammadiyah 3 Jember in 2002 / 2003 academic year;

4.5 Discussion

Referring to the result of t-test, the value of statistic is higher than that of the value of t-table. It means that the alternative results which says "There is an effect of using language laboratory on students' listening comprehension achievement of the first year of SMU Muhammadiyah 3 Jember in the 2002 / 2003 academic year" is proven significantly.

The Degree of Relative Effectiveness of teaching listening comprehension achievement by using language laboratory compared to teaching listening comprehension using tape-recorder in the classroom is found by DRE formula as follows:

$$\begin{aligned} &= \frac{Ma - Mb}{Mb} \times 100\% \\ \text{DRE} &= \frac{59.65 - 49.15}{49.15} \times 100\% \\ &= 21.36\% \end{aligned}$$

So, the degree of relative effectiveness of teaching listening comprehension achievement through language laboratory compared to teaching listening comprehension without language laboratory is 21.36%. It can be said that the use of reading text it found significantly effective on the students' listening comprehension achievement. For example, if the mean score of the control group is 45, so the mean score of the experimental group is $(45 \times 21.36\%) + 45 = 54.61$. It can be said that the score of the students who are taught using language laboratory is higher 21.36% that the students who are taught using tape-recorder.

From the observation it can be seen that the first year students of SMU Muhammadiyah 3 Jember had great enthusiasm to learn listening comprehension when they were taught listening comprehension by using language laboratory. Besides, their attention are stimulated by the use of these media. It was known by their positive response in every process of listening comprehension teaching and learning in the language laboratory.

Language laboratory is aid teaching learning process. Rivers (1968: 321) states that language laboratory can make the students listen to a great variety of foreign voices both male and female. By using language laboratory regularly, the students can comprehend listening material well. Finally, they will be able to answer the questions given by the teacher. Furthermore, Lado (1979:174) states that there are some advantages when the students and the teacher utilize language laboratory effectively. Earphone, in this case can make the students identify every single words and understand the meaning of the passage / tapescript. Microphone, can make the students communicate with the teacher and vice versa to ask the materials that the students do not understand. Besides, Rekdale (2000:1) states that the teacher can control them by asking their response through microphone in the language laboratory. In addition, the additional equipment that is computer can make the teacher's task easier by pressing certain button to ask the students to do the task. The advantages above finally make the process of English teaching learning, more specifically in teaching listening comprehension becomes much better. A study by Sabngatun (1993:40) found out that there were a significant effect of using language laboratory on students' vocabulary achievement for the second year of MAN I Jember. In addition, Sumiyati (1995:35) found out that the use of language laboratory can improve the students' speaking achievement for the second year of SMU 2 Bondowoso. Thus, it can be said that language laboratory can make the students learn different skills or components of English. In terms of the three indicators, the most difficult of the indicator was "cloze test" while the easier indicators was "Wh questions", and "yes/no questions" was the easiest one.

However, this research has the weakness and the strength. One of the weaknesses is that this researcher did not conduct the try out. So, it was possibly that the test was little bit invalid. Meanwhile, the strength of this research is the research tried to find out the whether the use of language laboratory has significant effect or not. After conducting the research, it can be known that indeed the language laboratory has significant effect to the students' listening comprehension achievement. Thus, this research can analyzed the students' achievement on listening comprehension.

Finally, from the process of teaching listening comprehension achievement, it has been proved that the students who have got the treatment, that was the students who have

learned listening comprehension by using language laboratory were able to achieve better score in listening comprehension achievement than those who have got the treatment by tape-recorder in the classroom (page 30, 33 and 34). In sum, language laboratory proved as the useful instructional media in teaching listening comprehension. Thus, the use of language laboratory has significant effect on students' listening comprehension achievement of the first year of SMU Muhammadiyah 3 Jember in the 2002 / 2003 academic year.



V. CONCLUSIONS AND SUGGESTIONS

Milik UPT Perpustakaan
UNIVERSITAS JEMBER**5.1 Conclusions**

Based on the results of hypothesis verification and the discussion in the previous chapter, there are some conclusions can be drawn as follows:

5.1.1 General conclusion

There is an effect of using language laboratory on students' listening comprehension achievement of the first year of SMU Muhammadiyah 3 Jember in 2002 / 2003 academic year.

5.1.2 Specific conclusions

- a. There is an effect of using language laboratory on students' listening comprehension achievement on "Wh questions" of the first year of SMU Muhammadiyah 3 Jember in 2002 / 2003 academic year;
- b. There is an effect of using language laboratory on students' listening comprehension achievement on "Yes and No questions" of the first year of SMU Muhammadiyah 3 Jember in 2002 / 2003 academic year;
- c. There is an effect of using language laboratory on students' listening comprehension achievement on "cloze test" of the first year of SMU Muhammadiyah 3 Jember in 2002 / 2003 academic year;

The results above indicates that the use of language laboratory is very effective as an audio aid to help the students to understand the listening comprehension and to create the students' attention in learning listening comprehension inside the language laboratory. Besides, the language laboratory is very important to give better visualization, especially for listen-respond laboratory and listen-respond- compare laboratory and expose concrete experience to the students and stimulate them to have high desire to take opportunities in language laboratory actively, so that their listening comprehension achievement will be better.

5.2 Suggestions

The results of the research are expected to be used as the consideration to achieve the ultimate objective in English teaching learning process, especially in teaching listening comprehension. Therefore, these suggestions are intended to the following people:

5.2.1 For the English Teacher

It is advisable that the English teacher utilize language laboratory as the audio equipment in teaching listening comprehension to the students to help them to understand the listening comprehension achievement. In this case, the use of suitable language laboratory will raise the students' attention to learn listening comprehension better.

5.2.2 For the Future Researchers

The results of the research can be used by future researchers as a reference or input to conduct a further research dealing with similar topic by using a different research design for instance classroom action research for improving the students' listening comprehension through the use of language laboratory or using the same design but using other language skills or components, such as: an experimental study on the effect of language laboratory to the students' pronunciation, vocabulary or grammar to name a few.

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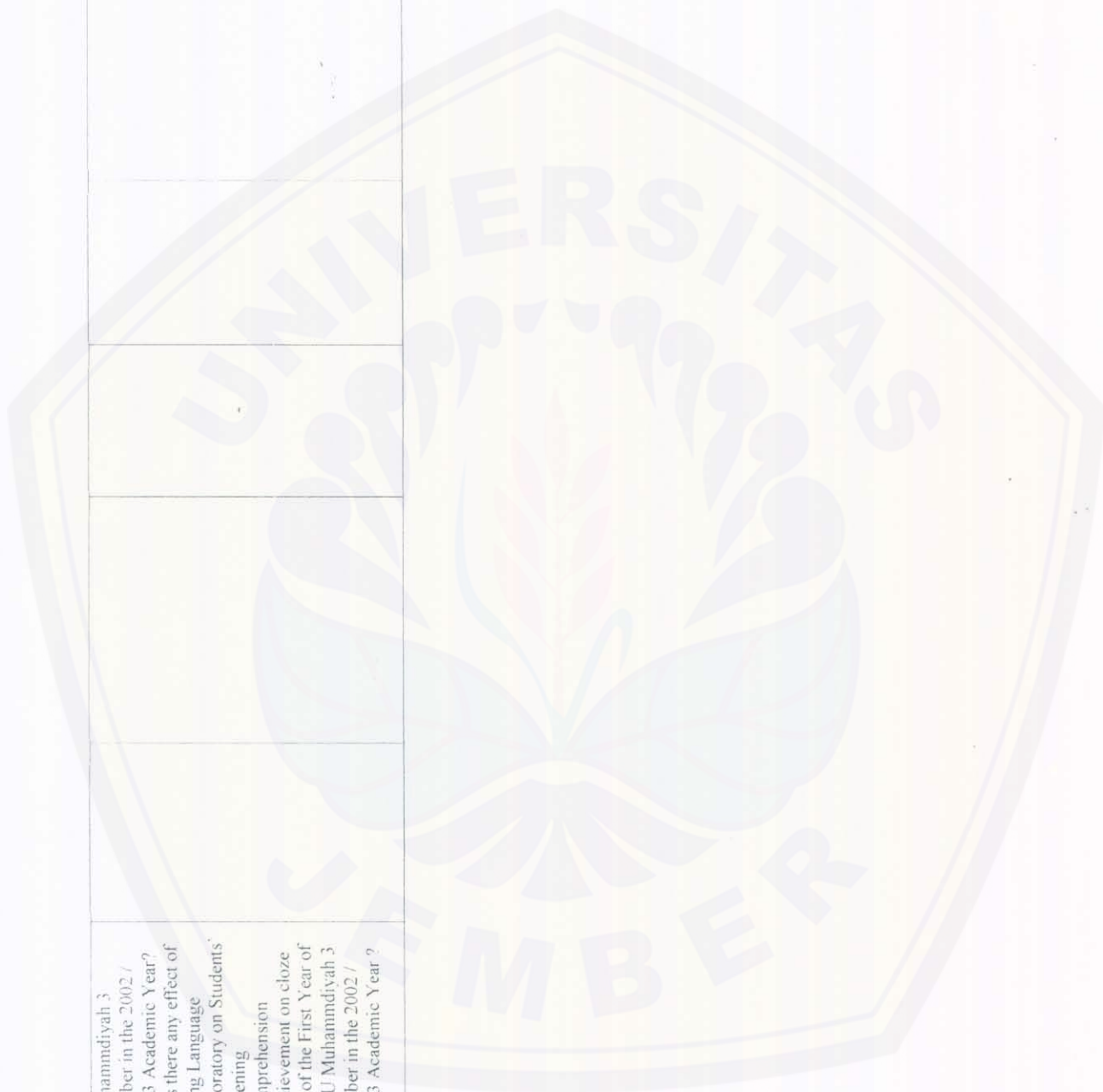


Appendix 1

Research Matrix

Title	Problem	Variable	Indicators	Data Resources	Research Method	Data Analysis	Hypothesis
The Effect of Using Language Laboratory on Students' Listening Comprehension Achievement of the First Year of SMU Muhammadiyah 3 Jember in the 2002 / 2003 Academic Year	<p>Major Problem: Is there any effect of Using Language Laboratory on Students' Listening Comprehension Achievement of the First Year of SMU Muhammadiyah 3 Jember in the 2002 / 2003 Academic Year?</p> <p>Minor Problem: 1. Is there any effect of Using Language Laboratory on Students' Listening Comprehension Achievement on "Wh" questions of the First Year of SMU Muhammadiyah 3 Jember in the 2002 / 2003 Academic Year? 2. Is there any effect of Using Language Laboratory on Students' Listening Comprehension Achievement on Yes and No questions of the First Year of SMU</p>	<p>Independent Variable: The Use of Language Laboratory</p> <p>Dependent Variable: The First Year Students' Listening Comprehension Achievement</p>	<ol style="list-style-type: none"> The students are able to know the words or sentences in correct grammar, structure The students can concentrate without the disturbance of the unnecessary sound from outside The students can play copy cassettes which consist of certain materials. The students are able to answer the questions or to repeat the sentences or to pronounce the words and compare with the master tapes <ol style="list-style-type: none"> Multiple Choice Item a. Yes / No Question b. Wh Question Cloze Test 	<ol style="list-style-type: none"> Respondent the First Year Students of SMUN Muhammadiyah 3 Jember in the 2002 / 2003 academic year Informant The English Teacher Documents 	<p>Area Determination Method: Purposive Sampling Respondent Determination Method: Cluster Random Sampling Data Collection Method: 1. Interview 2. Test 3. Documentation</p>	<p>Statistical Analysis by Using t - Test :</p> $t = \frac{M_a - M_b}{\sqrt{\frac{\sum x_a^2 + \sum x_b^2}{n_a + n_b} - \frac{1}{n_a + n_b} (n_a \bar{x}_a^2 + n_b \bar{x}_b^2)}}$ <p>(Hadi, 2001: 443)</p> <p>Notes: Ma= Mean of the experimental group Mb= Mean of the control group Xa= Individual scores of the control group Xb= Individual Scores of the control group Na, nb= the number of subjects</p> <p>Degree of freedom: Df= na+nb-2 Significant Level :5 %</p>	<p>Major Hypothesis: There is an effect of Using Language Laboratory on Students' Listening Comprehension Achievement of the first Year of SMU Muhammadiyah 3 Jember in the 2002 / 2003 Academic Year</p> <p>Minor hypothesis: 1. There is an effect of Using Language Laboratory on Students' Listening Comprehension Achievement on "Wh" questions of the first Year of SMU Muhammadiyah 3 Jember in the 2002 / 2003 Academic Year. 2. There is an effect of Using Language Laboratory on Students' Listening Comprehension Achievement on Yes and No questions of the first Year of SMU Muhammadiyah 3 Jember in the 2002 / 2003 Academic Year. 3. There is an effect of Using Language</p>

	<p>Muhammadiyah 3 Jember in the 2002 / 2003 Academic Year? 3. Is there any effect of Using Language Laboratory on Students' Listening Comprehension Achievement on cloze test of the First Year of SMU Muhammadiyah 3 Jember in the 2002 / 2003 Academic Year ?</p>						<p>Laboratory on ' Students' Listening Comprehension Achievement on cloze test of the first Year of SMU Muhammadiyah 3 Jember in the 2002 / 2003 Academic Year.</p>
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Appendix 2

1. The Guide of Interview

No	Questions	Informants
1.	What curriculum do you use in teaching English to the first year students of SMU Muhammadiyah 3 Jember ?	The English teacher
2.	What method do you apply to teach listening comprehension ?	The English teacher
3.	What compulsory and supplementary books do you use to teach English ?	The English teacher
4.	What media do you use to teach listening comprehension?	The English teacher
5.	What technique do you apply to teach listening comprehension?	The English teacher

II. The Guide of Documents

No.	The data Required	Resource
1.	The list of the Personnel of SMU Muhammadiyah 3 Jember	Document
2.	The number and the names of the respondents	Document
3.	The course outline of the first year students of senior high school used by English teacher	Document

Appendix 3

Lesson Plan I

Subject : English
 Class/ Semester : I / II
 Language Skill : Listening Comprehension
 Time : 90 minutes

1. General Instructional Objective

By mastering \pm 500 new vocabularies in the level of 1500 words with appropriate structure, theme, and sub – theme chosen, the students are able to have the following language skills:

Listening

1. Students are able to find certain information stated in the text.

II. Specific Instructional Objectives

Listening

1. Students are able to answer ten questions based on the speaker’s utterance from the cassette correctly.
2. Students are able to tell the content of the story of the text briefly and correctly.

III. Material : students’ worksheet

IV. Teaching Learning Process

1. Approach : Meaningfulness
2. Method : question and answer, and lecturing
3. Activities :

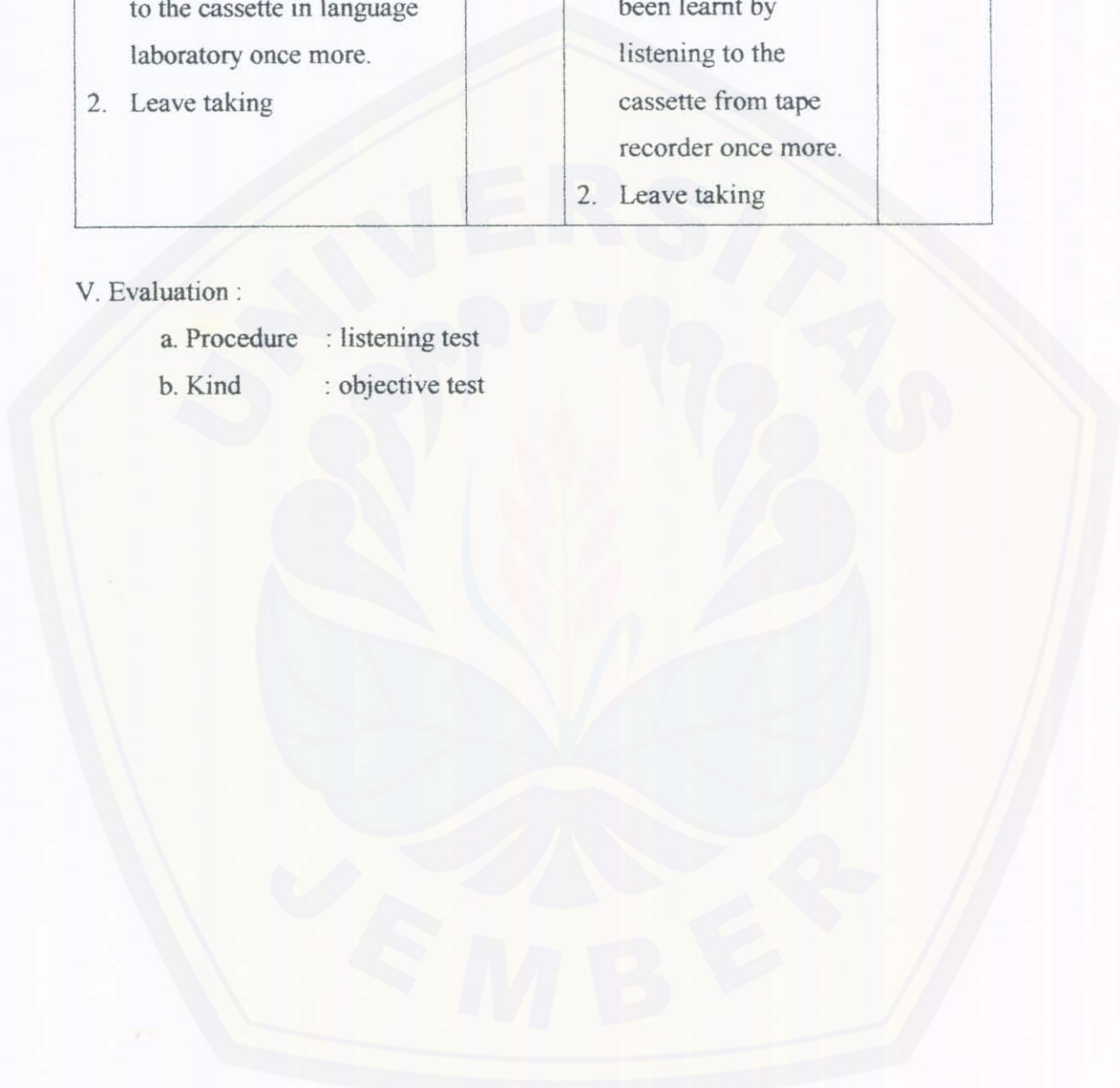
Experimental Group	Time	Control Group	Time
a. Introduction		a. Introduction	
1. Greeting	3’	1. Greeting	3’
2. Asking some leading	12’	2. Asking some leading	12’

<p>questions to stimulate the students' interest to the materials by playing the cassette about sport and tourism to the students in the language laboratory (tapescript 4).</p>		<p>questions to stimulate the students' interest to the materials without using language laboratory (by using tape recorder in the regular classroom).</p>	
<p>b. Main Activities</p> <p>1. Asking the students to listen to the cassette three times carefully in the language laboratory.</p> <p>2. Asking the students to answer some questions based on the speaker's utterance correctly</p> <p>3. Explaining something about the story through the console briefly by listening to the cassette in the language laboratory.</p> <p>4. Asking the students to tell about the content of tapescript briefly and correctly.</p>	<p>15'</p> <p>30'</p> <p>10'</p> <p>10'</p>	<p>b. Main Activities</p> <p>1. Asking the students to listen to the cassette by using tape – recorder in the classroom carefully.</p> <p>2. Asking the students to answer some questions based on the speaker's utterance in the classroom correctly</p> <p>3. Explaining something about the story briefly in the classroom.</p> <p>4. Asking the students to tell the content of the story briefly and correctly.</p>	<p>15'</p> <p>30'</p> <p>30'</p> <p>10'</p> <p>10'</p>
<p>c. Closure</p>	<p>5'</p>	<p>c. Closure</p>	<p>5'</p>

1. Asking the students to summarize the materials that have been learnt by listening to the cassette in language laboratory once more.	5'	1. Asking the students to summarize the materials that have been learnt by listening to the cassette from tape recorder once more.	5'
2. Leave taking		2. Leave taking	

V. Evaluation :

- a. Procedure : listening test
- b. Kind : objective test



Appendix 4

Lesson Plan II

Subject : English
Level/ Semester : I/II for SMU
Language Skill : Listening Comprehension
Time : 90 minutes

1. General Instructional Objective

By mastering \pm 500 new vocabularies in the level of 1500 words with appropriate structure, theme, and sub – theme chosen, the students are able to have the following language skills:

Listening

- 1 Students are able to find certain information stated in the text.

II. Specific Instructional Objectives

Listening

1. Students are able to answer ten questions based on the speaker's utterance in the cassette correctly.
2. Students are able to tell the content of story of the text briefly and correctly.

III. Material : students' worksheet

IV. Teaching Learning Process

1. Approach : Meaningfulness
2. Method : question and answer, and lecturing
3. Activities :

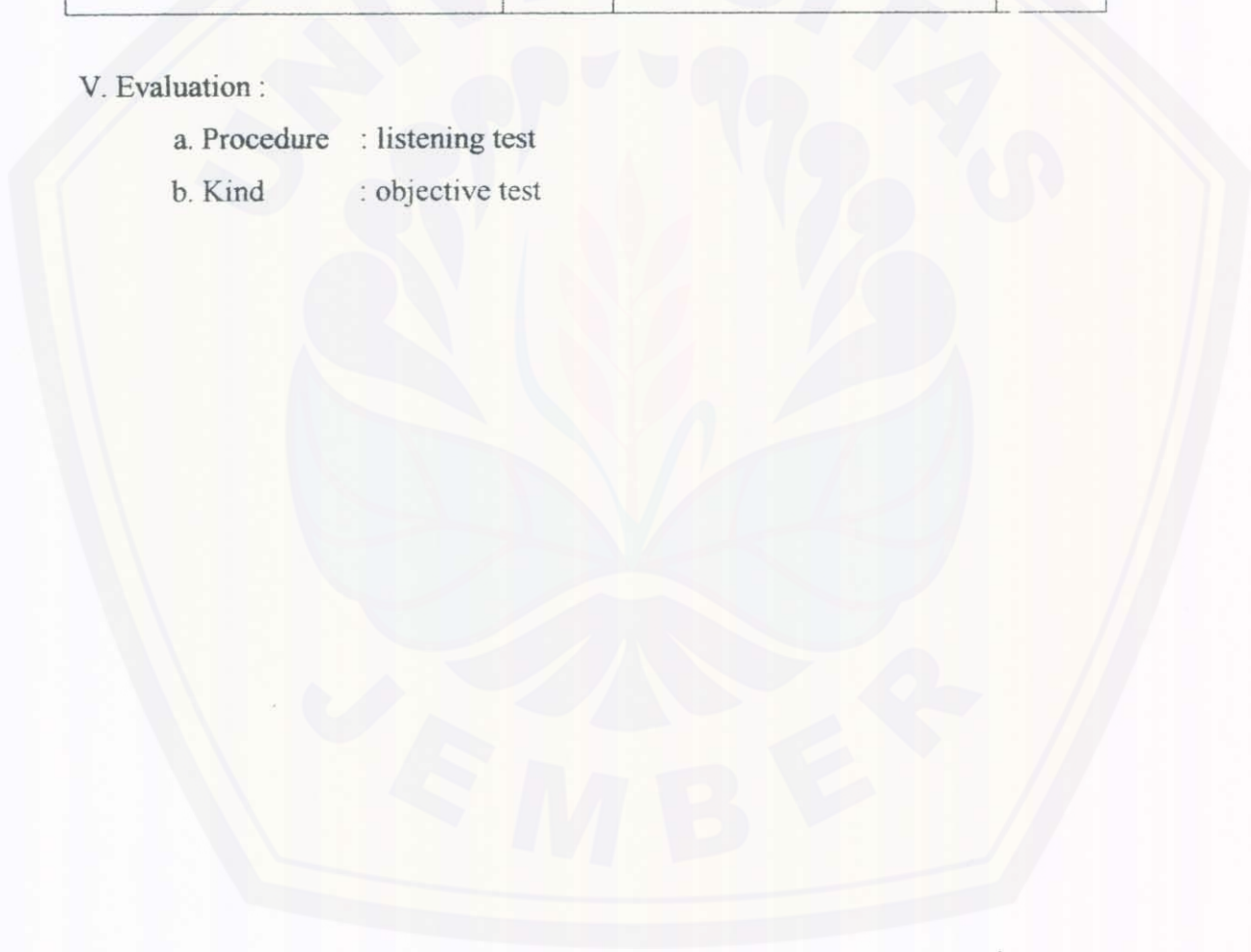
Experimental Group	Time	Control Group	Time
a. Introduction		a. Introduction	

<p>1. Greeting 3'</p> <p>2. Asking some leading questions to stimulate the students' interest to the materials by playing the cassette about sport and tourism to the students in the language laboratory (tapescript 5). 12'</p>	<p>3'</p> <p>12'</p>	<p>1. Greeting 3'</p> <p>2. Asking some leading questions to stimulate the students' interest to the materials without using language laboratory (by using tape – recorder in regular class). 12'</p>	<p>3'</p> <p>12'</p>
<p>b. Main Activities</p> <p>1. Asking the students to listen to the cassette carefully in the language laboratory. 15'</p> <p>2. Asking the students to answer some questions based on the speaker's utterance correctly. 10'</p> <p>3. Explaining something about the content of tapescript briefly by listening to the cassette through the console in language laboratory. 30'</p> <p>4. Asking the students to tell about the content of tapescript briefly and correctly. 10'</p>	<p>15'</p> <p>10'</p> <p>30'</p> <p>10'</p>	<p>b. Main Activities</p> <p>1. Asking the students to listen to the text from tape – recorder in the classroom carefully. 15'</p> <p>2. Asking the students to answer some questions based on the speakers' utterance correctly. 10'</p> <p>3. Explaining something about the story briefly. 30'</p> <p>4. Asking the students to tell about the story briefly and correctly. 10'</p>	<p>15'</p> <p>10'</p> <p>30'</p> <p>10'</p>

c. Closure 1. Asking the students to summarize the materials that have been learnt by listening to the cassette in the language laboratory Once more. 2. Leave taking	5'	c. Closure 1. Asking the students to summarize the materials that have been learnt by listening to the cassette from tape recorder once more 2. Leave taking	5'

V. Evaluation :

- a. Procedure : listening test
- b. Kind : objective test



Appendix 5

Students' Worksheet I

Fill in the missing word correctly after you hear the text read to you!

Tapescript 4

The Wayle is a small river cuts across the park near my I like sitting by the Wayle fine afternoon. It was warm last, so I went and sat on river bank as usual. Some children playing games on the bank and were some people rowing on the Suddenly, one of the children kicked ball very hard and it went a passing boat. Some people on the called out to the man in, but he did not hear them. struck him so hard that he fell into the water. I turned at the children, but there weren't any in sight: they had all run away!

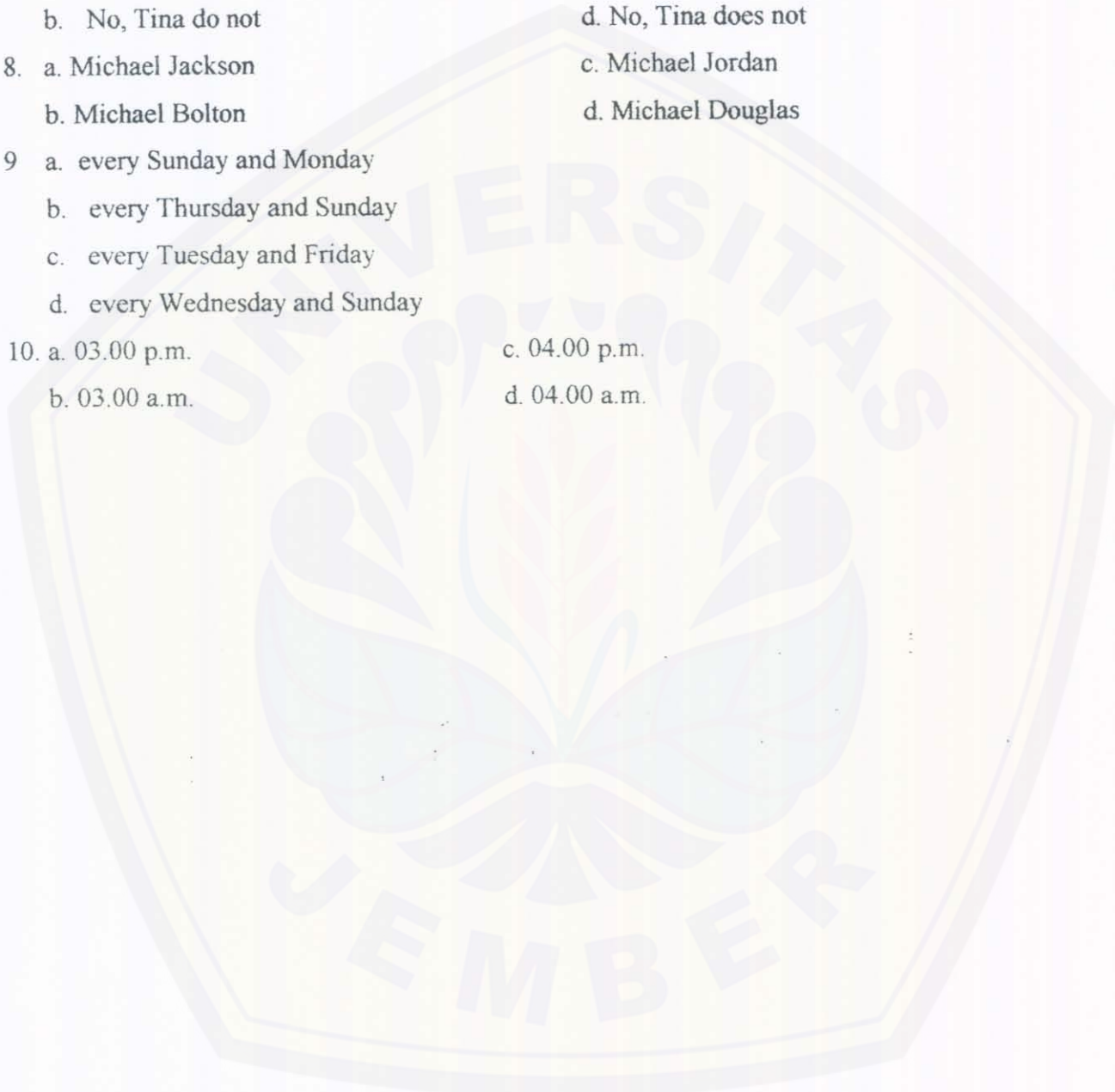
Students' Worksheet II

Choose the best answer from the four options provided by crossing a ,b, c or d on your answer sheet after you hear the questions spoken on the tape!

Tapescript 5

1. a. Fifteen years old
b. Sixteen years old
c. seven years old
d. eighteen years old
2. a. The second year of SMU
b. The third year of SMU
c. The first year of SMU
d. The fourth year of SMU
3. a. Tina goes to school at SMU Tuna Harapan.
b. Tina goes to school at SMU Tunas Harapan.
c. Tina goes to school at SMU Cipta Harapan.
d. Tina goes to school at SMU Bina Harapan.
4. a. Yes, she does
b. Yes, she do
c. No, she does not
d. No, she do not
5. a. Badminton
c. Boxing

- b. Volley ball
6. a. Mia Audina
b. Susi Susanti
7. a. Yes, Tina do
b. No, Tina do not
8. a. Michael Jackson
b. Michael Bolton
9. a. every Sunday and Monday
b. every Thursday and Sunday
c. every Tuesday and Friday
d. every Wednesday and Sunday
10. a. 03.00 p.m.
b. 03.00 a.m.
- d. Tennis
- c. Rudi Hartono
d. Ricky Subagja
- c. Yes, Tina does
d. No, Tina does not
- c. Michael Jordan
d. Michael Douglas
- c. 04.00 p.m.
d. 04.00 a.m.



Appendix 6

Pre - test

Subject	: English
Class / Semester	: I / II
Language skill	: Listening comprehension
Time	: 90 minutes

Choose the best answer from the four options provided by crossing a, b, c or d on your answer sheet after you hear the questions spoken on the tape!

Tapescript 1

- | | |
|-------------------|-------------------|
| a. Wedding party | c. Farewell party |
| b. New year party | d. Birthday party |
- | | |
|------------------|---------------------|
| a. Yes she is | c. No, she does not |
| b. Yes, she does | d. No, she is not |
- | | |
|---------|----------|
| a. Dina | c. Sinta |
| b. Tono | d. Santi |
- | | |
|---|--|
| a. I am surprised that Santi does not come to my party. | |
| b. I am happy that Santi does not come to my party. | |
| c. I hope that Santi does not come to my party. | |
| d. I am sad that Santi does not come to my party. | |
- | | |
|---------------------|------------------|
| a. No, he does not. | c. Yes, he is. |
| b. No, he is. | d. Yes, he does. |

Tapescript 2

- | | |
|--------|--------|
| a. 314 | c. 335 |
| b. 324 | d. 334 |
- | | |
|------------------|--------------------|
| a. Yes, it is | c. Yes, it does |
| b. No, it is not | d. No, it does not |
- | | |
|-------|-------|
| a. 88 | c. 89 |
| b. 87 | d. 79 |
- | | |
|---------------------|--------------------|
| a. Yes, it does. | c. Yes, it is not. |
| b. No, it does not. | d. No, it is not. |

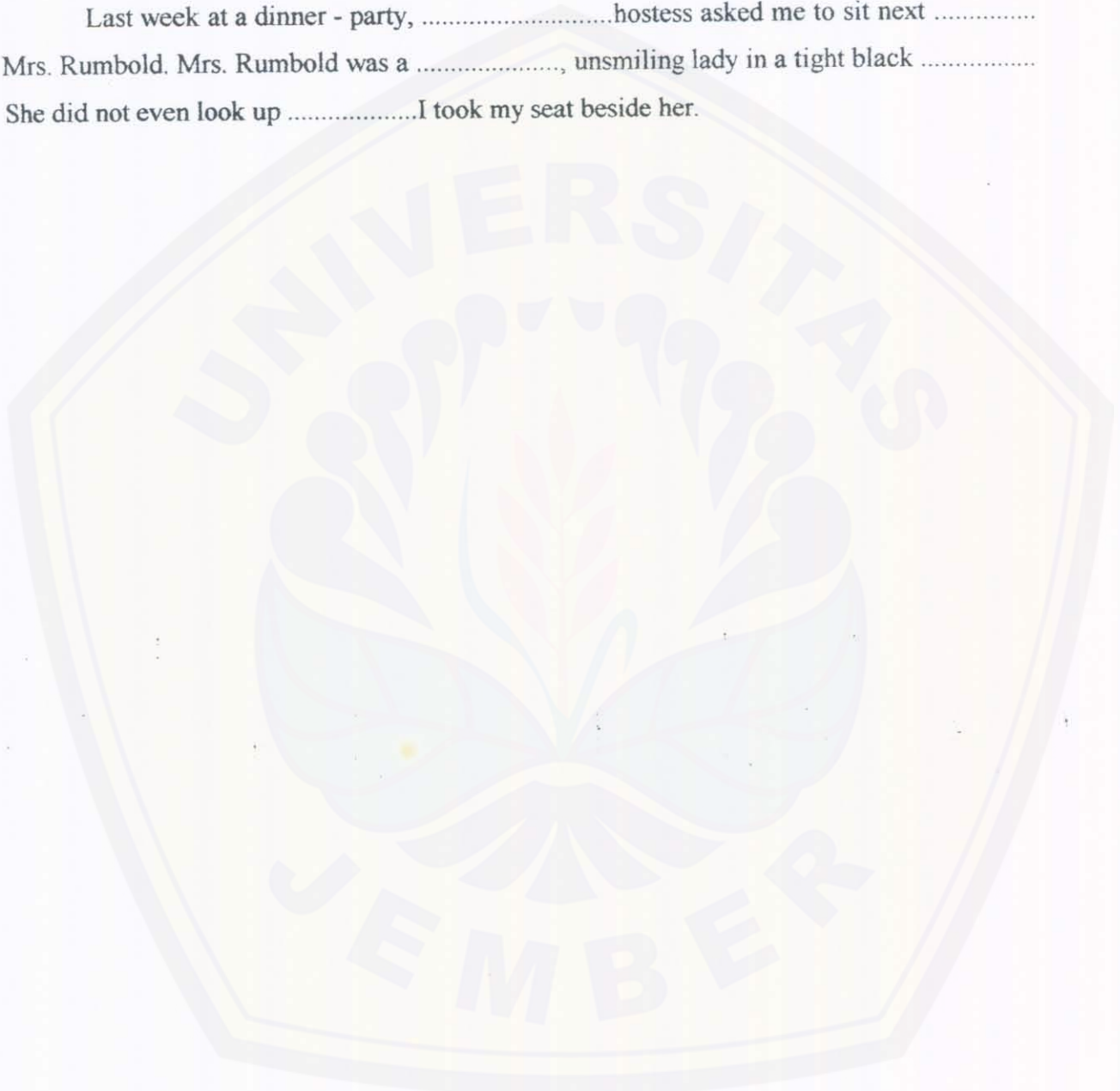
- 10 a. Restaurant
b. Shops

- c. Court
d. Market

Fill in the missing word correctly after you hear the text read to you!

Tapescript 3

Last week at a dinner - party,hostess asked me to sit next
Mrs. Rumbold. Mrs. Rumbold was a, unsmiling lady in a tight black
She did not even look upI took my seat beside her.



Appendix 7

Post – test

Subject : English
Class / Semester : I / 11
Language Skill : Listening Comprehension
Time: 90 minutes

Choose the best answer from the four options provided by crossing a, b, c or d on your answer sheet after you hear the questions spoken on the tape!

Tapescript 6

1. a. Junaedi
b. Hambali
c. Rudi
d. Budi
2. a. Surabaya
b. Jakarta
c. Bandung
d. Bogor
3. a. Yes, he does.
b. Yes, he is.
c. No, he does not.
d. No, he is not.
4. a. at 06.00 a.m.
b. at 06.00 p.m.
c. at 07.00 a.m.
d. at 07.00 p.m
5. a. Yes, he does
b. No, he does not
c. Yes, he is.
d. No, he is not.
6. a. Yes, he is.
b. No, he is not.
c. Yes, he is.
d. No, he does not.
7. a. twenty years
b. nineteen years
c. twenty - one years
d. twenty - two years
8. a. No, she is not.
b. No, she was not
c. Yes, she was not.
d. Yes, she was.
9. a. one
b. two
c. three
d. four
10. a. Yes, he does.
b. No, he does not
c. Yes, he is.
d. No, he is not.

Fill in the missing words correctly after you hear to the text read to you!

Tapescript 7

The Olympic Games will be heldour country in four years?.
.....a great many people will bethe country, the government will be
.....new hotels, an immense stadium, andfine new swimming pool.
They willbe building new roads anda railway – line. The
games will bejust outside the capital and thearea will be called
'Olympic City'.will have completed the new roads by the end of this year.

Choose the best answer from the four options provided by crossing a, b, c or d on your answer sheet after you hear the questions spoken on the tape!

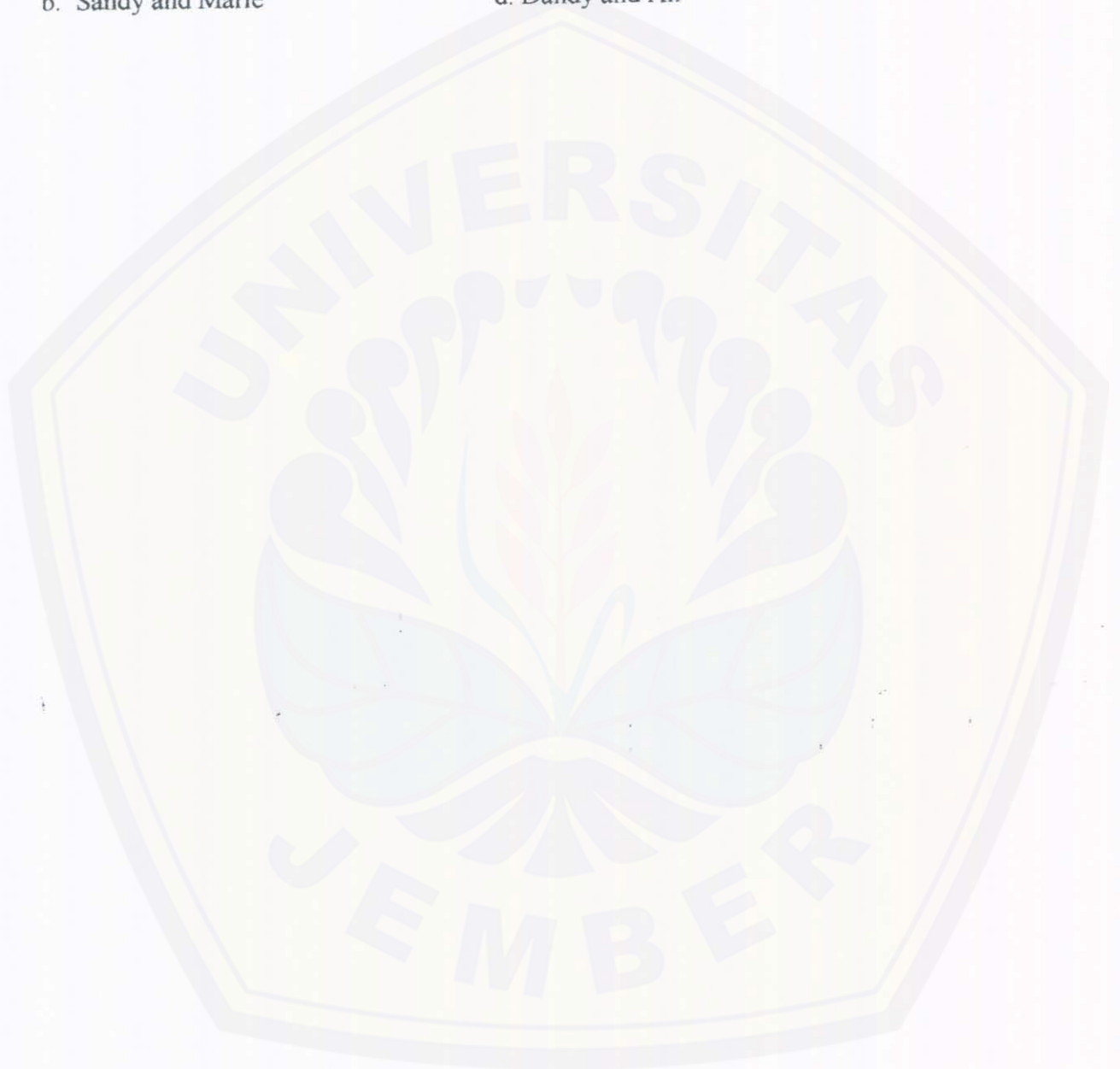
Tapescript 8

- Terry wants Janet to pass her the sugar.
 - Terry wants Janet to pass her the milk.
 - Terry wants Janet to pass her the salt.
 - Terry wants Janet to pass her the chocolate.
- Yes, she does.
 - Yes, she do.
 - No, she does not.
 - No, she do not.
- a spoon.
 - a glass
 - a plate
 - a fork
- milk
 - salt
 - sugar
 - chocolate
- Yes, she does.
 - Yes, she do.
 - No, she does not.
 - No, she do not.

Tapescript 9

- Yes, she has.
 - No, she has not.
 - Yes, she have.
 - No, she has not.
- Yes, she has.
 - No, she has not.
 - Yes, she have.
 - No, she, have not.
- Yes, she does.
 - No, she does not.
 - Yes, she did.
 - No, she she did not.

9. a. Surabaya is small and cold.
b. Surabaya is big and cold.
c. Surabaya is small and crowded.
d. Surabaya is big, hot and crowded..
10. a. Sandy and Ali
b. Sandy and Marie
c. Yudi and Nita
d. Dandy and Ali



Appendix 8

Answer Key for Pre - test

- | | |
|-------|----------|
| 1. D | 1. the |
| 2. B | 2. to |
| 3. D | 3. large |
| 4. A | 4. dress |
| 5. A | 5. when |
| 6. A | |
| 7. C | |
| 8. C | |
| 9. A | |
| 10. D | |

Answer Key for Worksheet

- | | |
|--------------|-------|
| 1. That | 1. B |
| 2. Across | 2. A |
| 3. Home | 3. B |
| 4. On | 4. A |
| 5. Sunday | 5. A |
| 6. The | 6. B |
| 7. Were | 7. C |
| 8. There | 8. C |
| 9. A | 9. D |
| 10. Towards | 10. A |
| 11. Bank | |
| 12. The boat | |
| 13. The ball | |
| 14. Nearly | |
| 15. To look | |

Appendix 9

Tapescript 1

Dina is going to arrange her birthday party. She invites all of her friends, including Santi, her best friend. When time comes, all of her friends whom she invites are present, except Santi. Wondering about Santi's absence, she says to one of her friends, Tono.

Dina : Tono, I am surprised that Santi does not come to my party. Do you know what is wrong with her, Tono ?

Tono : I am sorry, Dina. I know nothing about her. Maybe, she is sick.

Dina : I hope she is well and nothing happens to her.

Tono : I hope so.

(Adapted from Grafindo Media Pratama, Bahasa Inggris untuk SMA kelas 1, 70:2000)

Questions for tapescript 1

1. What party does Dina arrange?
2. Does Dina invite all her friends?
3. Who is Dina's best friend?
4. What does Dina say to express her surprise?
5. Does Tono know about Santi's absence?

Tapescript 2

Sahid Bali Hotel

Sahid Bali Hotel has started operation with 314 rooms after the opening of its extension of 112 rooms which includes deluxe suites, one executive suite, 16 cabanas and 89 standard rooms. Its earlier main building has 143 rooms and there are 59 rooms in cottage including 6 suites and one presidential suite. An additional swimming pool is also now available, plus a tennis court, restaurant and shop.

Questions for Tapescript 2

6. How many rooms did Sahid Bali hotel have earlier time?
7. Does Sahid Bali hotel have deluxe suites?
8. How many standard rooms does Sahid Bali hotel have?
9. Does Sahid Bali hotel has presidential suites?
10. What is facilities that not available in Sahid Bali hotel?

Tapescript 3

Last week at a dinner - party, the hostess asked me to sit next to Mrs. Rumbold. Mrs. Rumbold was a large, unsmiling lady in a tight black dress. She did not even look up when I took my seat beside her.

(Taken from Practise and Progress, 101:1975)

Tape script 4

The Wayle is a small river that cuts across the park near my home. I like sitting by the Wayle on fine afternoons. It was warm last Sunday, so I went and sat on the river bank as usual. Some children were playing games on the bank and there were some people rowing on the river. Suddenly, one of the children kicked a ball very hard and it went towards a passing boat. Some people on the bank called out the man in the boat, but he did not hear them nearly fell into the water. I turned to look at the children, but there weren't any in sight they had all run away!

(Taken from Practise and Progress, 81:1975)

TapeScript 5

My Favourite Sport

My name is Tina. I am sixteen years old. I am the second year of SMU Tunas Harapan. I like sport, especially Badminton. My favourite Badminton player is Susi Susanti. I usually practise Badminton every Wednesday and Sunday at 03.00 p.m. in the Winner club. Besides Badminton, the other sport that I like is Basket-ball. My favourite Basket-ball player is Michael Jordan.

(Adapted from Grafindo Media Pratama, Bahasa Inggris untuk SMU Kelas 1, 57:2000)

Questions for Tapescript 5

1. How old is Tina?
2. In what year does Tina study?
3. In what school does Tina go?
4. Does Tina like sport?
5. What sport does Tina like?
6. Who is Tina's favourite Badminton player?
7. Does Tina like Basket-ball too?
8. Who is Tina's favourite Basket-ball player?
9. When Does Tina usually practise Badminton?
10. What time does Dina usually practise Badminton?

Tapescript 6

Mr.Hambali's Family

Mr. Hambali works in a textile factory in Bandung. He usually goes to work at 6 in the morning and goes home at 7 in the evening. His wife is a housewife. His salary is about Rp. 250.000,- a month. They got married when he has twenty - one

years old and his wife was eighteen. They have married for ten years. Now they have 4 children, the eldest is nine years old, the second is seven, the third is four, and the youngest is one year old. So he needs much money to support his family to buy food, clothes, shelter, etc.

(Adapted from Grafindo Media Pratama, Bahasa Inggris untuk SMU kelas 1:28:2000)

Questions for Tapescript 6

1. Who works in a textile factory?
2. Where does Mr. Hambali work?
3. Does Mr. Hambali usually go to work?
4. What time does Mr. Hambali usually go home?
5. Does Mr. Hambali have a wife?
6. Is Mr. Hambali's salary Rp. 260.000,- a month?
7. How old was Mr. Hambali when he got married?
8. Was Mrs. Hambali nineteen years old when she got married?
9. How many children do Mrs. And Mr. Hambali have?
10. Is Mr. Hambali's youngest child one year old?

Tapescript 7

The Olympic Games will be held in our country in four years time. As a great many people will be building visiting the country, the government will be building new hotels, an immense stadium, and a fine new swimming pool. They will also be building new roads and special a railway – line. The games will be held just outside the capital and the whole area will be called 'Olympic City'. Workers will have completed the new roads by the end of this year.

(Practise and Progress,95:1975)

Tapescript 8

Dialogue 1:

Terry: Pass me the sugar, please!

Janet: There you are.

Terry: Thanks. Oh, and a spoon, please!

Janet: I am sorry, and do you want a milk?

Terry: No, thanks. But could I have some of those cookies?

Janet: Sure. Help yourself.

(Adapted from Remaja Rosda Karya, Mahir Bahasa Inggris 1,98:2000)

Questions for dialogue 1 (Tapescript 8)

1. What does Terry want Janet do?
2. Does Janet pass Terry the sugar?
3. What else does Terry want?
4. What does Janet offer to Terry?
5. Does Terry want milk?

Dialogue 2

Sandy: Marie, have you ever been to Pamekasan?

Marie: No, Sandy. I've never been there.

Sandy: Have you ever been to Surabaya?

Marie: Yes, I was there in December

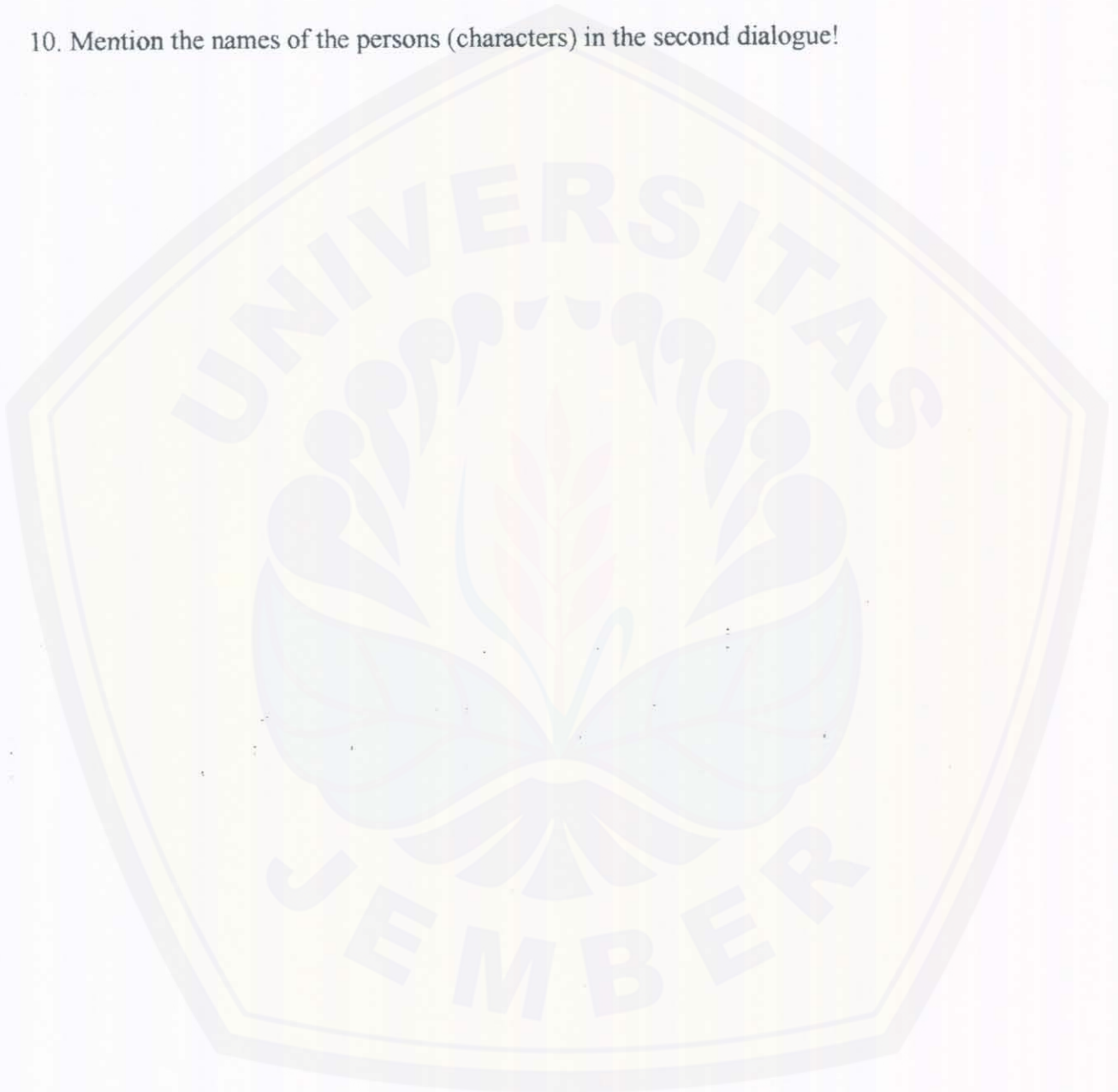
Sandy: How do you like the place?

Marie: I think it's big, hot and crowded.

(Adapted from Remaja Rosda Karya, Mahir Bahasa Inggris 1,85:2000)

Questions for dialogue 2 (Tapescript 8)

6. Has Sandy ever been in Pamekasan?
7. Has Marie ever been in Surabaya?
8. Did Marie go to Surabaya in November?
9. How did Marie describe Surabaya?
10. Mention the names of the persons (characters) in the second dialogue!



Appendix 10

The Names of Respondent

Class: 1₁

No.	Name	Sex
1.	Agil Khoironi Firdausi	M
2.	Danang Aji Pamungkas	M
3.	Daning Listia Purbarani	M
4.	Dedi Arvianto	M
5.	Delin Mayasari	F
6.	Dinda Oktia Rahmawati	F
7.	Endang Megawati	F
8.	Eristina Dwi Yuliasutik	F
9.	Farlina Nurul Laili	F
10.	Fiqih Tri Hidayatullah	M
11.	Fitri Damayanti	F
12.	Forien Marnita Susanti	F
13.	Gunawan Ageng Pranoto	M
14.	Hemas Divtia Firdausi	M
15.	Hendra Slamet Yulianto	M
16.	Ichsanul Hasan	M
17.	Indrawati	F
18.	Iwan Basofi	M
19.	Linda Kumalasari	F
20.	Ludi Prasetyo	M
21.	Lusan Andianto S	M
22.	Mamik Puji Lestari	F
23.	Merry Dinda Pramita	F
24.	Muhammad Nurbani Yusuf	M
25.	Muhammad Rifki	M

26.	Muhammad Abdul Aziz	M
27.	Puspita Yuli Anggriawati	F
28.	Putri Fani Bagus Sari Dewi	F
29.	Ratih Eka Ayu Wijaya	F
30.	Riko Tampati	F
31.	Rinda Setyo Rahmawati	F
31.	Setya Dwi Kurniadi	M
32.	Shinta Koemara	F
33.	Sikkah Rodhiyah El Hufaiz	F
34.	Siti Meisaroh	F
35.	Vera Riska A	F
36.	Yulanda Atma Sanjaya	M
37.	Yulia Wahyu Setiani	F
38.	Yuni Kurniawati	F
39.	Zainul Arifin	M
40.	Zainul Firdiansyah	M

Class: I₂

No.	Name	Sex
1.	Ahmad Said	M
2.	Ainur Rosyda	F
3.	Ana Aimnatul Rifqi	F
4.	Andi Riqian Jaya	M
5.	Angga Julian Lesmana	M
6.	Anggri Kurniawan	M
7.	Antok Krisdiantoro	M
8.	Ari Setyo Saputro	M
9.	Ariani Derawanti	F
10.	Cahyo Nusantoro	M
11.	Chusnul Cotimah Galatea	M
12.	Devi Tri Pujianti	F
13.	Dhea Mustika Ratih	F
14.	Didit Sugiarto	M
15.	Farda Fanani	F
16.	Febria Diliyanti	F
17.	Firman Kadi Santoso	M
18.	Gayuh Nugroho	M
19.	Imam Ahmad Rifa'i	M
20.	Indah Purwantiningsih	F
21.	Kristian Ariasma Wijaya	M
22.	Kristian Mustofa	M
23.	Meita Firi Rayasari	F
24.	Muqoiyimah	F
25.	Pribadi Setyo Adimas	M
26.	Putra Johan Bahagia	M
27.	Rika Wati	F

28.	Rini Wulandari	F
29.	Riyan Putra Anggriawan	M
30.	Robin Aristiawan	M
31.	Septi Ganjar Primasari	F
32.	Sholeh Joko Purwanto	M
33.	Siti Nurhayati	F
34.	Syarif Hidayatullah	M
35.	Syeptaria Dwi Anggraeni	F
36.	Tri Agustin Asmawati Rosidah	F
37.	Ulfa Tri Widayanti	F
38.	Wahyu Bawono	M
39.	Wawan Lufdianto	M
40.	Yuyun Ismiati	F

Appendix 11

The Names of the Teacher

No.	Name	Subject
1.	Drs. Yakub Msi	Counseling
2.	Dra. Maria Ulfa	English
3.	Drs. Abdul Mu'is	Indonesia
4.	Drs. Ade Herrijanto	Counseling
5.	Dra. Siti Ruchillah	Religion
6.	Ir. Andaka Pratama	Chemistry
7.	M. Zaenal Abidin, B.Sc.	Economic
8.	Drs. Winardi	Biology
9.	Drs. Nahrowi	Politics
10.	Drs. Abdul Gofur	Sociology
11.	H. Heny Siswondo BA	English
12.	Dra. Durrotul Masdukoh	English
13.	Drs. Edy Hariyadi	Japan
14.	Drs. Edi Purnomo	Mathematics
15.	Budi Sudono, SPd.	Mathematics
16.	Drs. Kusdari	Sport
17.	Sariyadi, SPd.	Anthropology
18.	Purnomo Yudi, BA	Economics
19.	Wiwini Yuni Arifi SPd.	Chemistry
20.	Drs. Ali Fauzi	Arabic
21.	Budi Hartana, SPd.	Physics
22.	Drs. Hariyono	Indonesia
23.	Rohman Huda S. SPd.	History
24.	Luqman Hakim, SPd.	English
25.	Drs. Qomar AN	Kemuhammadiyah
26.	M. Zaenal Mahfud SPd.	Biology

27.	Lelly Subard, SPd.	Indonesia
28.	Bambang Edy P, SPd.	Indonesia
29.	Dra. Anik Wiyanti	Biology
30.	Laghani Sioumpu, Sag.	Religion
31.	Naning Marliani SPd.	Chemistry
32.	Nur Dzaedzatul S. Ag.	Arabic
33.	Ridho, SPd.	Physics
34.	Drs. Muallam	Geography
35.	Dra. Tri Asih	Indonesia
36.	Taufiqurrohman, SPd.	Economic
37.	Joko Sarjono SPd.	Art
38.	Trianto, SPd.	Geography
39.	Drs. Alih Suprayitno	Physics
40.	Mahfud Hadi, SPd.	Mathematics

Appendix 12

The names of Administration Staff

No	Name	Position
1.	Ahmad BA	The Head of Administrator
2.	Nizam Firdausi	Staff
3.	Jumrodah	Librarian
4.	Sukarini	Staff
5.	Restu Wahyu SM	Operator
6.	Cik Sudarto	Staff
7.	Norman Basofi	Computer operator
8.	Abdullah	Cleaning service
9.	Sumohadi	Cleaning service
10.	Su'eb	Staff
11.	Siti fatimah	Staff
12.	Anshari Setiawan	Security

Appendix 13

The Facilities of SMU Muhammadiyah 3 Jember

No.	The names of Facility	The numbers of Facility
1.	Classes	15
2.	Headmaster	1
3.	The Store room	1
4.	The Mosque	1
5.	The Bathroom	3
6.	The Kitchen	1
7.	The Teachers' room	1
8.	The Guidance and Counseling room	1
9.	The Laboratorium room	1
10.	The Parking area	1
11.	The Library room	1
12.	The Guest room	1
13.	The Basket-ball room	1
14.	The Language Laboratory room	1

Appendix 14

Table 5: Data Analysis of Pre-test on Listening Comprehension Achievement of the Population

NO	I ₁		I ₂		I ₃		I ₄		I ₅	
	X	X ²	X	X ²	X	X ²	X	X ²	X	X ²
1	50	2500	60	3600	45	2025	55	3025	45	2025
2	60	3600	70	4900	45	2025	65	4225	80	6400
3	70	4900	70	4900	55	4225	40	1600	65	4225
4	60	3600	60	3600	65	4225	45	2025	75	5625
5	65	4225	65	4225	45	2025	60	3600	40	1600
6	65	4225	45	2025	45	2025	75	5625	65	4225
7	70	4900	50	2500	55	3025	60	3600	60	3600
8	75	5625	55	3025	50	2500	55	3025	75	5625
9	40	1600	50	2500	60	3600	55	3025	45	2025
10	40	1600	60	3600	60	3600	50	2500	40	1600
11	45	2025	70	4900	45	2025	45	2025	45	2025
12	70	4900	45	2025	70	4900	60	3600	60	3600
13	80	6400	80	6400	60	3600	65	4225	70	4900
14	45	2025	85	7225	75	5625	65	4225	65	4225
15	55	3025	35	1225	45	2025	50	2500	60	3600
16	55	3025	75	5625	55	3025	65	4225	65	4225
17	55	3025	40	1600	50	2500	50	2500	70	4900
18	60	3600	45	2025	75	5625	55	3025	70	4900
19	65	4225	75	5625	40	1600	60	3600	60	3600
20	75	5625	50	2500	60	3600	55	3025	75	5625
21	70	4900	60	3600	50	2500	70	4900	75	5625
22	80	6400	50	2500	80	6400	60	3600	65	4225
23	65	4225	60	3600	40	1600	45	2025	65	4225
24	75	5625	40	1600	45	2025	75	5625	75	5625
25	75	5625	60	3600	35	1225	75	5625	70	4900
26	70	4900	30	900	70	4900	70	4900	65	4225
27	75	5625	70	4900	75	5625	65	4225	65	4225
28	80	6400	80	6400	70	4900	70	4900	75	5625
29	85	7225	80	6400	40	1600	65	4225	65	4225
30	60	3600	60	3600	65	4225	75	5625	80	6400
31	65	4225	70	4900	70	4900	60	3600	60	3600
32	60	3600	65	4225	60	3600	65	4225	60	3600
33	50	2500	70	4900	75	5625	65	4225	70	4900
34	60	3600	70	4900	45	2025	85	7225	55	3025
35	65	4225	70	4900	70	4900	65	4225	70	4900
36	70	4900	70	4900	60	3600	75	5625	65	4225
37	65	4225	60	3600	45	2025	60	3600	60	3600
38	60	3600	65	4225	75	5625	65	4225	70	4900
39	70	4900	80	6400	60	3600	65	4225	75	5625
40	40	1600	70	4900	50	2500	60	3600	45	2025
41					65	4225	50	2500	55	3025
42					50	2500	50	2500	80	6400
43					55	3025				
	2475	166550	2465	158975	2455	146950	2565	160625	2560	168250

Table 1. The Analysis of Variance Computation

Class	I ₁	I ₂	I ₃	I ₄	I ₅	
N	40	40	43	42	42	207
X	2475	2430	2455	2565	2475	12400
X ²	166550	158975	146950	160625	168250	801350
M	61.875	61.625	57.093	61.071	60.952	

$$\begin{aligned}
 1. SST &= \sum X_n^2 - \frac{(\sum X_n)^2}{N} \\
 &= 801350 - \frac{(12400)^2}{207} \\
 &= 801350 - 74801.9324 \\
 &= 58548.068
 \end{aligned}$$

$$\begin{aligned}
 2. SSB &= \frac{(\sum X_1)^2}{n_1} + \frac{(\sum X_2)^2}{n_2} + \frac{(\sum X_3)^2}{n_3} + \frac{(\sum X_4)^2}{n_4} + \frac{(\sum X_5)^2}{n_5} - \frac{(\sum X_{total})^2}{N_{total}} \\
 &= \frac{(2475)^2}{40} + \frac{(2430)^2}{40} + \frac{(2455)^2}{43} + \frac{(2565)^2}{42} + \frac{(2475)^2}{42} - \frac{(12400)^2}{207} \\
 &= 743422.9213 - 742801.9324 \\
 &= 620.993
 \end{aligned}$$

$$\begin{aligned}
 3. SSW &= SST - SSB \\
 &= 58548.068 - 620.993 \\
 &= 57927.075
 \end{aligned}$$

$$\begin{aligned} 4a. Dfb &= K - 1 \\ &= 5 - 1 \\ &= 4 \end{aligned}$$

$$\begin{aligned} 4b. Dfw &= N - K \\ &= 207 - 5 \\ &= 202 \end{aligned}$$

$$\begin{aligned} 5a. MSB &= \frac{SSB}{Dfb} \\ &= \frac{620.993}{4} \\ &= 155.248 \end{aligned}$$

$$\begin{aligned} 5b. MSW &= \frac{SSW}{Dfw} \\ &= \frac{5792.075}{202} \\ &= 286.768 \end{aligned}$$

$$\begin{aligned} 6. F_o &= \frac{MSB}{MSW} \\ &= 0.541 \end{aligned}$$

F_o, (Dfb) (Dfw) at the 5% significant level

$$F_o, (4) (207) = 2,41$$

The value of F_o computation < F- tabel

$$0.541 < 2.41$$

(Adapted from Hadi, 1983: 368-374)

Note:

SST = Sum of squares total groups

SSB = Sum of squares between groups

SSW = Sum of squares within groups

Dfb = Degree of freedom between groups

Dfw = Degree of freedom within groups

MSB = Mean of squares between

MSW = Mean of squares within

Appendix 15 TABEL III A (Sambungan)

d.b.	d.b. dari Mean Kwadrat yang Lebih Besar												l.s.
	1	2	3	4	5	6	7	8	9	10	11	12	
65	3,99	3,14	2,75	2,51	2,36	2,24	2,15	2,08	2,02	1,98	1,94	1,90	5%
	7,04	4,95	4,10	3,62	3,31	3,09	2,93	2,79	2,70	2,61	2,54	2,47	1%
70	3,98	3,13	2,74	2,50	2,35	2,23	2,14	2,07	2,01	1,97	1,93	1,89	5%
	7,01	4,92	4,08	3,60	3,29	3,07	2,91	2,77	2,67	2,59	2,51	2,45	1%
80	3,96	3,11	2,72	2,48	2,33	2,21	2,12	2,05	1,99	1,95	1,91	1,88	5%
	6,96	4,88	4,04	3,56	3,25	3,04	2,87	2,74	2,64	2,55	2,48	2,41	1%
100	3,94	3,09	2,70	2,46	2,30	2,19	2,10	2,03	1,97	1,92	1,88	1,85	5%
	6,90	4,82	3,98	3,51	3,20	2,99	2,82	2,69	2,59	2,51	2,43	2,36	1%
125	3,92	3,07	2,68	2,44	2,29	2,17	2,08	2,01	1,95	1,90	1,86	1,83	5%
	6,84	4,78	3,94	3,47	3,17	2,95	2,79	2,65	2,56	2,47	2,40	2,33	1%
150	3,91	3,06	2,67	2,43	2,27	2,16	2,07	2,00	1,94	1,89	1,85	1,82	5%
	6,81	4,75	3,91	3,44	3,14	2,92	2,76	2,62	2,53	2,44	2,37	2,30	1%
200	3,89	3,04	2,65	2,41	2,26	2,14	2,05	1,98	1,92	1,87	1,83	1,80	5%
	6,76	4,71	3,88	3,41	3,11	2,90	2,73	2,60	2,50	2,41	2,34	2,28	1%
400	3,86	3,02	2,62	2,39	2,23	2,12	2,03	1,96	1,90	1,85	1,81	1,78	5%
	6,70	4,66	3,83	3,36	3,06	2,85	2,69	2,55	2,46	2,37	2,29	2,23	1%
1000	3,85	3,00	2,61	2,38	2,22	2,10	2,02	1,95	1,89	1,84	1,80	1,76	5%
	6,66	4,62	3,80	3,34	3,04	2,82	2,66	2,53	2,43	2,34	2,26	2,20	1%
∞	3,84	2,99	2,60	2,37	2,21	2,09	2,01	1,94	1,88	1,83	1,79	1,75	5%
	6,64	4,60	3,78	3,32	3,02	2,80	2,64	2,51	2,41	2,32	2,24	2,18	1%

TABEL III A (Sambungan)

d.b.	d.b. dari Mean Kwadrat yang Lebih Besar												l.s.
	14	16	20	24	30	40	50	75	100	200	500	∞	
65	1,85	1,80	1,73	1,68	1,63	1,57	1,54	1,49	1,46	1,42	1,39	1,37	5%
	2,37	2,30	2,18	2,09	2,00	1,90	1,84	1,76	1,71	1,64	1,60	1,56	1%
70	1,84	1,79	1,72	1,67	1,62	1,56	1,53	1,47	1,45	1,40	1,37	1,35	5%
	2,35	2,28	2,15	2,07	1,98	1,88	1,82	1,74	1,69	1,62	1,56	1,53	1%
80	1,82	1,77	1,70	1,65	1,60	1,54	1,51	1,45	1,42	1,38	1,35	1,32	5%
	2,32	2,24	2,11	2,03	1,94	1,84	1,78	1,70	1,65	1,57	1,52	1,49	1%
100	1,79	1,75	1,68	1,63	1,57	1,51	1,48	1,42	1,39	1,34	1,30	1,28	5%
	2,26	2,19	2,06	1,98	1,89	1,79	1,73	1,64	1,59	1,51	1,46	1,43	1%
125	1,77	1,72	1,65	1,60	1,55	1,49	1,45	1,39	1,36	1,31	1,27	1,25	5%
	2,23	2,15	2,03	1,94	1,85	1,75	1,68	1,59	1,54	1,46	1,40	1,37	1%
150	1,76	1,71	1,64	1,59	1,54	1,47	1,44	1,37	1,34	1,29	1,25	1,22	5%
	2,20	2,12	2,00	1,91	1,83	1,72	1,66	1,56	1,51	1,43	1,37	1,33	1%
200	1,74	1,69	1,62	1,57	1,52	1,45	1,42	1,35	1,32	1,26	1,22	1,19	5%
	2,17	2,09	1,97	1,88	1,79	1,69	1,62	1,53	1,48	1,39	1,33	1,28	1%
400	1,72	1,67	1,60	1,54	1,49	1,42	1,38	1,32	1,28	1,22	1,16	1,13	5%
	2,12	2,04	1,92	1,84	1,74	1,64	1,57	1,47	1,42	1,32	1,24	1,19	1%
1000	1,70	1,65	1,58	1,53	1,47	1,41	1,36	1,30	1,26	1,19	1,13	1,08	5%
	2,09	2,01	1,89	1,81	1,71	1,61	1,54	1,44	1,38	1,28	1,19	1,11	1%
∞	1,69	1,64	1,57	1,52	1,46	1,40	1,35	1,28	1,24	1,17	1,11	1,00	5%
	2,07	1,99	1,87	1,79	1,69	1,59	1,52	1,41	1,36	1,25	1,15	1,00	1%

Appendix 16 TARAF SIGNIFIKANSI 5% DAN 1%.

db.	T a r a f S i g n i f i k a n s i	
	5%	1%
1	12,706	63,657
2	4,304	9,925
3	3,182	5,841
4	2,776	4,604
5	2,571	4,032
6	2,447	3,707
7	2,365	3,499
8	2,306	3,355
9	2,262	3,250
10	2,228	3,169
11	2,201	3,106
12	2,179	3,055
13	2,160	3,012
14	2,145	2,977
15	2,131	2,947
16	2,120	2,921
17	2,110	2,898
18	2,101	2,878
19	2,093	2,861
20	2,086	2,845
21	2,080	2,831
22	2,074	2,819
23	2,069	2,807
24	2,064	2,797
25	2,060	2,787
26	2,056	2,779
27	2,052	2,771
28	2,048	2,763
29	2,045	2,756
30	2,042	2,750
40	2,021	2,704
60	2,000	2,660
120	1,980	2,617
	1,960	2,576

3). Prof. Drs. Sutrisno Hadi MA. ; Statistik, Jilid I
Cetakan kedua, Yayasan Penerbitan Fakultas Psikologi UGM,
 Yogyakarta, 1975, p. 272.



SURAT KETERANGAN

NO. 071 / SKT / IILA / 4.a / 2003

Yang bertanda tangan di bawah ini, Kepala SMU Muhammadiyah 3 Jember, menerangkan dengan sebenarnya bahwa :

Nama : LULUK HIDAYATI
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Alamat : Jl. Kalimantan No. 54 Jember
Fakultas : Keguruan dan Ilmu Pendidikan Universitas Jember
NIM : 980210401252
Jurusan / Program : PBS/ Bahasa Inggris

Telah selesai melakukan penelitian di SMU Muhammadiyah 3 Jember mulai tanggal 1-12 Maret 2003. Adapun penelitian tersebut dilakukan untuk memenuhi persyaratan penyusunan skripsi yang berjudul :

“ The Effect of Using Language Laboratory on The Students’ Listening Achievement of The First Year of SMU Muhammadiyah 3 Jember in the 2002/2003 Academic Year”.

Demikian surat keterangan ini dapat dipergunakan sebagaimana mestinya.



Jember, 14 April 2003

Kepala Sekolah

Drs. YAKUB, M.Si

NIP 131 787 095



DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

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Nomor : 1238 /J25.1.5/PL5/ 2003

Jember, 21 Maret 2003

Lampiran : Proposal

Perihal : Ijin Penelitian

Kepada : Yth. Sdr. Kepala SMU Muhammadiyah
3 Jember

di -
Jember

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerangkan bahwa Mahasiswa tersebut di bawah ini :

Nama : Iuluk Hidayati

Nim : 98 - 1252

Jurusan/Program : PBS / Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian dilembaga saudara dengan Judul :

The Effect of Using Language Laboratory on the Students'

Listening Achievement of the First Year of SMU

Muhammadiyah 3 Jember in the 2002 / 2003 Academic Year.

Sehubungan dengan hal tersebut kami mohon perkenan saudara agar memberikan ijin, dan sekaligus bantuan informasi yang diperlukannya.

Demikian atas perkenan dan kerjasamanya kami mengucapkan terima kasih.



Drs. ILMISNO AL, MPd
NIP. 130 937 191

**DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**



LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a : LULUK HIDAYATI
NIM/Angkatan : 98 - 1252 / 1998
Jurusan/Program Studi : Pendidikan Bahasa dan Seni / Bahasa Inggris
Judul Skripsi : The Effect of Using Language Laboratory on the Students' Listening Achievement of the First Year of SMU Muhammadiyah 3 Jember in the 2002/2003 Academic Year.
Pembimbing I : Dra. WIWIK EKO D MAH
Pembimbing II : Eka Wahjuningsih, S.Pd.

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	Kamis / 11 April '02	Matrix	
2.	Kamis, 03 Mei '02	Bab I	
3.	Selasa, 23 September '02	Revisi BAB I	
4.	2 Januari '03	Revisi Bab II	
5.	6 Januari '03	Revisi Bab II	
6.	15 Januari '03	Revisi Bab III	
7.	25 Januari '03	Revisi Bab II	
8.	30 Januari '03	Revisi Bab I, II dan III	
9.	10 Februari '03	Revisi Bab I, II, III	
10.	07 Mei 2003	Revisi Bab I, II, III & IV	
11.	09 Mei 2003	Revisi Bab I, II, III, IV & V	
12.			
13.			
14.			
15.			

- CATATAN** : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
 2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi