

## Language Laboratory Management in Improving Students English Speaking Ability

**Delli Sabudu**

Universitas Negeri Manado  
[dellisabudu@unima.ac.id](mailto:dellisabudu@unima.ac.id)

**Joulanda A.M Rawis**

Universitas Negeri Manado  
[joulandarawis@unima.ac.id](mailto:joulandarawis@unima.ac.id)

**Mozes Markus Wullur**

Universitas Negeri Manado  
[mozeswullur@unima.ac.id](mailto:mozeswullur@unima.ac.id)

**Viktory N.J. Rotty**

Universitas Negeri Manado  
[viktoryrotty@unima.ac.id](mailto:viktoryrotty@unima.ac.id)

**Uus Kamajaya Al Katuuk**

Universitas Negeri Manado  
[kamajayakatuuk@unima.ac.id](mailto:kamajayakatuuk@unima.ac.id)

**Abstract:** Proficiency in English is one type of ability to be achieved in teaching English because English is an international language and the main means of communicating with westerners and understanding English books. So it is necessary to optimize learning and teaching English in formal and non-formal education institutions. This research aims at finding out whether or not English laboratory Management affects students' achievement. As one of basic skills, speaking involves oral and written features. English laboratory may refer to conventional computer uses or the Computer Assisted Language Laboratory (CALL) in the process of English teaching. The English Department of Universitas Negeri Manado uses modern form of language laboratory teaching. The research was conducted in the Department of English in which its population was taken from the first semester students appearing in the academic year 2020/2021 and sitting in five classes and each class had twenty five students. The result is supported by the data showing  $t_{obs} > t_{table}$  ( $P = 0.05$ ); ( $df = 48$ )  $8,031 > 2,010$  ( $P = 0.05$ ); ( $df = 48$ ). If  $t_{observed} < t_{table}$ , the null hypothesis ( $H_0$ ) is accepted and the alternative hypothesis ( $H_a$ ) is rejected. There is a difference mean score obtained from both of controlled group at 67 showing 46% and the experimental group reaches 80,08 referring to 59.02 %. The students who had treatment in English laboratory management use successfully got higher score than students who did not have treatment about such management use. So it may conclude that the Language Laboratory management plays an important role in the success of learning English, especially to improve students' English speaking skills.

**Keywords:** Management; Language Laboratory; English proficiency

**Abstrak:** Kemahiran berbahasa Inggris adalah salah satu jenis kemampuan yang harus dicapai dalam pengajaran bahasa Inggris karena bahasa Inggris adalah bahasa internasional dan sarana utama untuk berkomunikasi dengan orang barat dan memahami buku-buku bahasa Inggris. Sehingga perlu dilakukan optimalisasi pembelajaran dan pengajaran bahasa Inggris di lembaga pendidikan formal dan nonformal. Penelitian ini bertujuan untuk mengetahui apakah Manajemen laboratorium bahasa Inggris mempengaruhi

*prestasi siswa atau tidak. Sebagai salah satu keterampilan dasar, berbicara melibatkan fitur lisan dan tulisan. Laboratorium bahasa Inggris dapat merujuk pada penggunaan komputer konvensional atau Computer Assisted Language Laboratory (CALL) dalam proses pengajaran bahasa Inggris. Jurusan Bahasa Inggris Universitas Negeri Manado menggunakan bentuk modern dari pengajaran laboratorium bahasa. Penelitian ini dilakukan di Jurusan Bahasa Inggris yang populasinya diambil dari mahasiswa semester I tahun ajaran 2020/2021 dan duduk dilima kelas dan masing-masing kelas memiliki dua puluh lima mahasiswa. Hasil tersebut didukung oleh data yang menunjukkan  $t_{obs} > t_{tabel}$  ( $P = 0,05$ ); ( $df = 48$ )  $8,031 > 2,010$  ( $P = 0,05$ ); ( $df = 48$ ). Jika  $t$ -teramati  $<$   $t$ -tabel, maka hipotesis nol ( $H_0$ ) diterima dan hipotesis alternatif ( $H_a$ ) ditolak. Terdapat perbedaan rerata skor yang diperoleh dari kedua kelompok kontrol sebesar 67 menunjukkan 46% dan kelompok eksperimen mencapai 80,08 mengacu pada 59,02%. Siswa yang mendapatkan perlakuan dalam penggunaan manajemen laboratorium bahasa Inggris berhasil mendapatkan nilai yang lebih tinggi dibandingkan dengan siswa yang tidak mendapatkan perlakuan tentang penggunaan manajemen tersebut. Sehingga dapat disimpulkan bahwa pengelolaan Laboratorium Bahasa memegang peranan penting dalam keberhasilan pembelajaran bahasa Inggris, khususnya untuk meningkatkan kemampuan berbicara bahasa Inggris siswa.*

**Kata Kunci:** Manajemen; Laboratorium Bahasa; Kemahiran Bahasa Inggris

## INTRODUCTION

English as the first foreign language in Indonesia nowadays rapidly develops, it was utilized in various sectors so most of students are interested to master English well especially speaking skill. Why speaking skill become important because it needs in communication. By communicating people can create various relationship whether social, education, economic and etc. English Education Department Unima as the one of popular department in North Sulawesi has been provide the students to learn English well. There are some factors in which can influence students speaking ability such as teacher's competency, teaching methodology or technique and facility. In recent article the writer would like to reveal about language laboratory management to improve students' speaking ability in English Education Department. Language laboratory is one of facility to support teaching and learning process particularly in speaking skill, teacher can assist by various tools in language laboratory to practice students speaking skills. Language laboratory in Unima has a limited quantity but it organized well so it utilized well also by the teachers and the students.

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13). Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

Laboratory-assisted language learning is often perceived as an approach to language teaching and learning. Conceptually, language laboratory conducts the outstanding system in English teaching process since there are such many outcomes expected to which the process goes. Language laboratory assesses teachers to be more experimentative actor during training students to speak such as pronunciation and vocabulary improvement. "By observing and reflecting on their own problems and failures as learners, English teachers can seek to establish principles, which will help them improve their teaching" (Hafiz, 2013). There are some students' difficulties in speaking activity; besides they said vocalized pause, and lost idea, they were sometimes obviously afraid of making mistake and few students who spoke English also tend to use inappropriate grammar. Moreover, some students convinced that most of English sessions were boring so they think that English is not important and they can live and find a job without English. This perhaps is caused by lack of motivation-related engagement from the researcher during speaking session. The problem occurring in the English Education Department of Universitas Negeri Manado is the availability of systems to gain their capacity in speaking English. Currently, they hardly engaged with language activates in a lively manner. Thus, the teachers constantly have the distinction between conventional and technological or modern systems through language laboratory. In this case, the language lab is expected produce good results and strong belief that it has the capacity to transform a language lesson into a new form and format which motivate the second language learners. To overcome those problems, the researchers applied English laboratory management as an aid to teach English speaking and to find out whether or not English laboratory management use affects students' achievement.

## **METHODS**

The research design was the experimental quantitative design. The data collected are in the form of numbers and statistically analysed. There were two variables, such as: dependent variable as a speaking ability and independent variable as an English laboratory management use. According to Best (2002: 133) experimental research is the classic method of the science laboratory, where manipulated elements and observed effects can be controlled. In this experimental research, we used two groups namely, experimental group and control group. In experimental group the students were taught how to use the English laboratory management use and in control group they were taught without the English laboratory management use. The design could be figured as following :

Table 1. English laboratory management use

Group	Types	Treatment	Types
Experimental (X)	Pre-Test	Have Treatment (with Language Laboratory)	Post-Test
Control (Y)	Pre-Test	Without Language Laboratory	Post Test

The population in this research was the third semester of English Education Department at in academic year 2020/2021. There were five classes with 25 students each. The cluster sampling was used (Arikunto, 2010:131) and two classes were selected as the samples for the experimental group and control group. The instrument was oral test which was used to examine the students's abilities. Each student was invited to appear in front of the class to perform his/her speaking ability and she/he should speak about the topic had learned. The data was taken from the speaking test and in conducting the test, the reaseracher provided them with a certain topic.

## RESULTS AND DISCUSSION

### Language Definition

Language is an important communication tool in human life chronologically; the function of language is to express self-expression, a communication tool, a tool for social integration and adaptation and as a tool for social control. With language, a person will communicate, both when he will convey something that is in his mind or receive news from others. Language is a communication tool used by humans to interact with others. Language has a universal nature so that it can be used by anyone regardless of race, ethnicity, social status, to between nations or continents. Brown argues that language is also used as a means of communication or a means of socializing among human beings. Abdul Chaer also said that language is a symbol system, in the form of sound, arbitrary, productive, dynamic, diverse and human.

### The Aimed of Teaching Speaking

The purpose of learning English in general is that students are able to master four language skills, namely listening skills, reading skills, conversation/speaking skills, and writing skills. Learning speaking skills needs attention, because speaking skills cannot be obtained automatically, but must be learned and practiced. To train students' speaking skills, it is necessary to have good media. During this time, teachers more often provide subject matter regarding the study of grammar alone compared to speaking skills. In fact, learning English is required to be able to speak English. Talking is an activity

that humans do in communicating with other people. When someone speaks, he interacts and uses language to express their ideas or feelings.

Most students feel embarrassed and afraid when they try to speak in English, they are not confident and there is a feeling of worry that they will become a laughing stock for their friends. Formal educational institutions are a system that universally has an input-process-output component. What is meant by input is something that affects the ongoing process; process is the changing of something into something else; the output is the result of the process. An educator must be able to develop students' interest in speaking or the ability to speak English into a fun thing. Interest can be interpreted as a condition that occurs when someone sees the characteristics or temporary meaning of a situation that is associated with his own wants or needs. Therefore, what someone sees will certainly arouse interest, as long as what is seen has a relationship with its own interests. As Syaiful Bahri's statement that "Great interest has an influence on learning activities. Students who are interested in a lesson will study seriously, because there is an attraction for him. The learning process will run smoothly if accompanied by interest. Therefore, teachers need to arouse student interest so that the lessons given are easy to understand. 8 Indeed, not all students start learning with the prepared attention factor, many students develop interest in learning in a subject as a result of the influence of teachers, friends. Classmates, family members. However, for students who have a high average ability, usually they can develop a strong interest in a subject and try to improve themselves towards the lesson in order to achieve satisfactory results.

English speaking activities in language classes have two very significant aspects, namely the reciprocal aspect between the speaker and the listener. Thus, getting used to practicing dialogue in English will be interesting. For this reason, it is necessary to pay attention to several basics or concepts. The first is listening ability. Second, the ability to pronounce and master expressions that allow students to have a dialogue with the language. Therefore, it can be concluded that practicing conversation between one student and another is a continuation of listening to conversations or readings. Judging from the importance of English as explained above, learning should be directed to the achievement of goals, therefore the teaching of a language must be formulated in such a way that the intended direction is right on target. and understand books written in English. To be good at speaking and composing in English. Can translate English both oral and written. In achieving these goals, every school should use media and materials that are in accordance with the student's circumstances, therefore it is necessary to find the right solution in order to improve the quality of learning English so that students can more easily understand and understand

it, in addition the teacher must be able to package language learning in order to create high motivation in students in learning English and the higher the teacher's ability to carry out learning, the higher the student's achievement. Learning English which prioritizes a lot of memorization, especially at the beginner level, turns out to be less profitable, and even results in teaching English being seen as difficult so that it is a headache, in fact it will not happen when teaching English is presented methodologically and pays attention to the rules of teaching English. According to Yusuf that the methods that are often used are the Speaking/conversation, listening, writing and reading methods. As we know that English is also the language that scientists love today. English is also easy to learn compared to other languages. The age of education in learning is believed to be as old as the age of human civilization, because the determination to live is to learn. All processes carried out by humans are learning processes to live without learning, then life is worthless and civilization will not develop forward.

Learning English is a process of transforming knowledge, mental attitudes and English language behavior which is expected to be carried out professionally and oriented to certain goals. The purpose of the English language can be realized effectively if it is based on a clear vision; mission and orientation to the procedures carried out based on appropriate and relevant strategies, approaches and methods and ultimately produce optimal and satisfying outputs for students, teachers, educational institutions and the community. In order for learning objectives to be achieved, teachers should be professional in managing their classes, taking into account the effectiveness and efficiency of the planned teaching and learning activities, for that teachers are required to help their students so that they achieve effective and efficient learning. Effective learning is an effort to determine the success or failure of the implementation of language learning, especially English, both in terms of process and results. Therefore, the role of a teacher is not enough as a teacher alone; in addition to teaching an English teacher must also be an expert or master the English vocabulary or rhetoric. This is very influential on the success of students and the goals of language education institutions. Efforts that can be made are in the form of providing training centers (Language Laboratories), audio-visual media and scientific work books that present easy and simple English.

Learning media are now increasingly diverse, ranging from conventional media such as books and traditional teaching aids. up to modern audio-visual media in the form of cassettes, films, television satellite dishes and other modern teaching aids. With these various media, teaching practices can present a pleasant atmosphere and are easily understood by students. Teaching and

learning activities will certainly be more effective and easily accepted by students if the material presented is interesting and fun. One of the teaching media tools is a language laboratory because it can be accepted by everyone regardless of education level, age, and intelligence. According to the Ministry of National Education, as quoted by Abutholhah, the laboratory is a place to apply scientific theory, theoretical testing, experimental evidence, research and so on by using tools that are complete facilities with adequate quantity and quality.

The Content of PP No. 19 of 2005, that education management standards are confirmed by several regulations, one of which is PP. 17 of 2010 concerning the management and administration of education. This PP regulates broadly about the management of education, while in Permendiknas No. 19 of 2007 only regulates technical management by the rules of primary and secondary education. The use of media (language laboratories) to support the achievement of mastery of language skills is considered appropriate. In many countries, the use of language laboratories in foreign language learning has shown quite impressive success. Meanwhile, in Indonesia the use of language laboratories is more than just a belief that the language laboratory is a sophisticated device. Therefore, the use of a language laboratory is expected to give better results than not using a language laboratory. Referring to the theory of Sudarwan Danim who said that a language laboratory is a laboratory that is made to facilitate the delivery of any material in a room, it is generally used for language material, both English, Indonesian, other foreign languages. management of the laboratory itself so that the language laboratory becomes unused, even if it is used only occasionally. The language laboratory is actually nothing but a learning media device like other learning media, if used properly it will be able to help achieve learning objectives, but if it is not used properly it will be redundant.

### **Language Laboratory Management**

The word management means to manage in the English dictionary, manage means to drive, manage, command, lead. While management means leaders, directors, administrators. And the manager is interpreted as a manager, a dreamer. Management is a process or framework, which involves guiding or directing a group of people toward organizational goals or tangible goals. Management is an activity, its implementation is "managing" - management, while its implementation is called a manager or manager. A good manager is a manager who works with functional management steps, namely planning, organizing, directing, and controlling. Thus the intended target can easily be achieved properly.

Management has five main functions, namely: 1) *Planning*: determining the goals to be achieved during a future period and what must be done in order to achieve

those goals. One of the main reasons for placing planning as the first organic managerial function is because planning is the first concrete step taken in an effort to achieve goals. That is, planning is an effort to concretize the steps that must be taken, the basics of which have been laid in the organizational strategy; 2) *Organizing*: grouping and determining various important activities and giving power to carry out those activities; 3) *Staffing*: determining the needs of human resources, recruitment, screening, training and development of the workforce; 4) *Motivating*: directing or channeling human behavior towards goals; 5) *Controlling*: measuring implementation with objectives, determining the causes of deviations and taking corrective actions where necessary

According to Mujamil Qomar, the existence of educational facilities is absolutely necessary in the educational process, so that it is included in the components that must be met in implementing educational process. Without educational facilities, the education process will experience very serious difficulties, it can even thwart education. Management of educational facilities is in charge of regulating and maintaining educational facilities and infrastructure so that they can contribute to the education process in an optimal and meaningful way. These management activities include planning, procurement, monitoring, storage, inventory, deletion and structuring activities.

Educational facilities are equipment and supplies that are directly used and support the educational process, especially the teaching and learning process, such as buildings, classrooms, tables, chairs and teaching tools and media. What is meant by educational infrastructure is facilities that indirectly support the course of education and teaching.

Management of educational facilities and infrastructure is tasked with regulating and maintaining educational facilities and infrastructure so that they can contribute optimally and meaningfully to the course of the educational process.<sup>21</sup> The principles that need to be considered in the management of facilities and infrastructure are: (1) Availability (2) Convenience (3) Usability (4) Completeness (5) Students' needs (6) Ergonomics (7) Lifetime (8) Maintenance. The laboratory is an educational technology tool, in which educational technology is a medium that was born from the communication technology revolution that can be used for the purpose of educational purposes.

Language laboratory is a laboratory that is made to facilitate the delivery of any material in a room, generally used for language material, both English, Indonesian, and other foreign languages.

Kinds of laboratories: a) *Educational laboratory*, a laboratory used for education, especially at the elementary, middle, and high school levels; b)



*Research laboratory*, a laboratory used by scientific practitioners in an effort to find something to research something in their field.

Functions and roles of the laboratory in general the function of the laboratory is as a source of learning and teaching, as a method of observation and experimental method, as an educational infrastructure or as a forum in the teaching and learning process. Laboratory activities through laboratory activities students can learn facts, symptoms, formulate concepts, principles, and laws and so on. The purpose of practicum activities in addition to acquiring knowledge is aimed at skills, to be able to apply these knowledge and skills to new/other situations and to acquire a scientific attitude.

In the implementation of practicum, generally include: a) Preparation, including: setting the objectives of the practicum, Preparing tools and materials and Paying attention to safety, health and comfort giving an explanation of what to pay attention to and the steps that must be taken by students; b) Implementation includes: Students doing practicum, Teachers, assistants and co-assistants observe practicum prose. c) Follow-up actions include: Collecting practicum reports, Discussing problems found by students and Checking and storing equipment.

Teaching and learning activities in the language laboratory create a different atmosphere compared to learning in class. This is confirmed by Izzan's statement, language laboratory allow learners to do more intensive and effective exercises than in the classroom.

### **Language Laboratory Managemen**

Optimization of laboratory utilization Room optimization is an effort to optimize the use of space so that the laboratory optimally provides benefits and supports the achievement of room goals. Characteristics of a well-managed room: 1) Effective 2) Efficient 3) Healthy and safe 4) Equipment/facilities are always ready to use and safe 5) All laboratory activities are easy to control 6) Meet psychological needs.

Layout of laboratory equipment Layout of equipment is a form of business arrangement for the placement of equipment in the laboratory, so that the laboratory is tangible and meets the requirements to operate. The purpose of the laboratory layout: 1) Reducing obstacles in an effort to carry out a job that is his responsibility. 2) Provide safety and comfort for users/workers/operators. 3) Maximize/simplify the use of equipment. 4) Facilitate supervision.

Administration of facilities (inventory) in the laboratory Inventory is an activity and effort to provide a record of the state of all facilities, goods owned by the campus. In the universities that have several laboratories, it is very

important to record facilities/take an inventory of laboratory tools and materials for student learning activities. There are several laboratories in a university, namely, a science laboratory consisting of a chemistry, physics and biology laboratory, a computer laboratory and a language laboratory.

Learning a foreign language at campus can be done in several ways. Based on the point of view of the place of learning can be divided into 3 ways of delivery. Lessons are conventionally carried out in the classroom. Sometimes delivery can also be done in the open outside the classroom. Modern teaching and learning activities of foreign languages are carried out in a room called a language laboratory. There are differences from the 3 things above, namely: 1) Lessons in the classroom. The teacher conveys the material to all students in one direction. Ask all students or individually. Teachers are required to move actively to reach all corners of the class so that they can pay more attention to each student. 2) In the open. Teacher-student communication is carried out like indoor delivery. But the material is expected to be delivered in a more interactive and fun way. The weakness of learning with this method is due to its dependence on the weather and environmental conditions outside the classroom. 3) Language Laboratory Room. If the language laboratory equipment is designed optimally, the increase in students' ability in foreign languages can occur significantly. Simulation of various ways of communicating can be done.

Learning a foreign language through a language laboratory is divided into 3 basic functions, namely, conversation, listening and the function of instructor management in managing teaching and learning activities. In order to achieve a very advanced level, a very complete language laboratory has more than 50 facilities and functions of the language lab as a learning tool. The functions of the language laboratory as a learning tool that are commonly used include the following: 1) Listening. Students listen through the help of available electronic devices. (a) Listening all. All students can be directly directed to listen to the subject matter given by the teacher on one of the channels. (b) Individuals. Students can be divided into groups randomly or permanently (depending on the design of the language laboratory) then each group can be directed to listen to a maximum of 3 different materials on each channel. (c) Student select. Students can choose the subject matter they want to listen to from the 3 available channels through the student panel (A, B or C buttons).

Conversation/Speaking Students carry out various types of conversations. (a) Pair Row and Pair Column. Students in pairs talk. Conversations can be carried out with a tablemate or a friend behind/in front of the desk. (b) Fix Group. Students are grouped into several groups. There is a language laboratory design that only groups into 2 groups, there are more. The point is that student conversations are carried out in groups. (c) Random

Groups. Members of each group are randomly selected through this function, so the instructor can more easily divide students based on their level of intelligence and change group membership at any time. (d) Intercom. Students can make calls for conversations with teachers, student groups and vice versa. (e) Text to Speech. The teacher can write down the text in English to be automatically spoken in English by the Computer. Pronunciation of text can be set the speed and type of voice. (f) Multimedia control. The software also provides special controls for the operation of audio/video files that can be used to deliver specific multimedia-based lessons. (g) Audio Records. Teachers can record sound in the form of audio files for the purposes of questions, announcements or other things that require audio files. (h) Audio Control. The teacher can set the subject matter or what sound enters through the four existing sound channels. (i) Databases. Every class that will using a language laboratory, the data base must be filled in on the computer first. Starting from the Class Name, the applicable academic year and semester, the student's name and nickname, the main number and the table number occupied by the student as his identity. So each class will have its own database. (j) Monitoring. Instructors carry out the function of supervising student activities. In the context of education in schools, the laboratory has a function as a place for the learning process with practical methods that can provide a learning experience for students to interact with tools and materials and observe various symptoms directly. Laboratory/practicum activities will provide a very large role, especially in: 1. Understanding the concept 2. Verification of the truth of the concept 3. Developing process and affective skills of students 4. Fostering a sense of love and motivation towards the lessons learned. 5. Train psychomotor abilities.

## FINDINGS

The data in the table was taken from the students' pre-test and post-test scores from both experimental and control groups. Each score was based on accent, grammar, vocabulary, fluency, and comprehension. The clustering sample was taken from group A which was used as the control group consisting of 25 students and from group B which became the experimental class, having 25 students.

Tabel 2. The clustering sample

No	Student's Initial	Pre-Test (Y1)	Post-Test (Y2)	D (Y2-Y1)	D 2
1	FR	71	72	1	1
2	YP	56	59	3	9
3	AS	68	70	2	4

4	JB	58	62	4	16
5	HP	57	61	4	16
6	TB	69	71	2	4
7	SK	61	64	3	9
8	AB	55	58	3	9
9	LR	66	71	5	25
10	IW	73	75	2	4
11	EV	60	61	1	1
12	FK	72	79	7	49
13	OE	74	76	2	4
14	NL	66	68	2	4
15	DT	65	67	2	4
16	AK	53	61	8	64
17	ES	57	63	6	36
18	OU	56	59	3	9
19	RW	71	72	1	1
20	SK	60	66	6	36
21	JC	65	67	2	4
22	CD	65	69	4	16
23	MT	73	77	4	16
24	SM	61	65	4	16
25	VP	66	69	3	9
Total ( $\Sigma$ )		1598	1682	84	366
Mean		63	67	3	14
Total percentage		44 %	46 %		

The Table 2 shows that in control group, the total score of pre-test is 1598 and the mean score is 63 (44 %). The total score of the post-test is 1682 and the mean score is 67 (46 %). The result also shows that the students were significantly superior in listening skill, especially in the post-test. In control group, we taught the students with conventional way and such a way does not significantly affect students' ability in speaking. This means that students were more active to speak since they could pronounce well through repetition.

However, those students applied less practice in speaking English as shown by marks in :

Table 3. Students Applied Less Practice

No	Student's Initial	Pre-Test (X1)	Post-Test (X2)	D (X2-X1)	D 2
1	FR	60	81	21	1
2	YP	64	78	14	9
3	AS	61	74	13	4
4	JB	72	81	9	16
5	HP	65	74	9	16
6	TB	73	87	14	4
7	SK	77	91	14	9
8	AB	58	73	15	9
9	LR	73	80	7	25
10	IW	64	77	13	4
11	EV	67	80	13	1
12	FK	65	77	12	49
13	OE	61	80	19	4
14	NL	77	85	8	4
15	DT	78	83	5	4
16	AK	58	70	12	64
17	ES	67	87	20	36
18	OU	63	75	12	9
19	RW	77	80	3	1
20	SK	59	72	13	36
21	JC	63	75	12	4
22	CD	62	80	18	16
23	MT	67	88	21	16
24	SM	69	83	14	16
25	VP	65	91	26	9
Total ( $\Sigma$ )		1665	2002	337	366
Mean		66.6	80.08	67.4	14
Total percentage		45.4	59.02		

The table 3 above shows that in experimental group, the total score of pretest is 1665 and the mean score is 66,6 (45.4 %). The total score of the post-test is 2002 and the mean score is 80,08 (59.02 %). In experimental group, we taught the students with English laboratory use and this method produced higher score than the conventional way. In order to know whether the conversation during peer support method has a significant effect on students' speaking ability, the result of the t-test is calculated by using t-test formula.

Table 4. The Percentage Result of the students Sepaking Ability

<b>The Percentage Result of the students' Sepaking Ability</b>				
<b>Group</b>	<b>Experimental (X)</b>		<b>Control (Y)</b>	
Types	Pre-Test	Post-test	Pre-Test	Post-test
Total	45.4%	59.02%	44 %	46 %

Having analyzed the data, we find that English laboratory use affects students' speaking ability. There is a difference mean score obtained from both control groups, namely 67 (46%) and the experimental group reaching 80.08 (59.02%). The students who were taught speaking by using English laboratory use get higher score than students who did not get English laboratory use. The result of the calculation is:  $t_{obs} > t_{table}$  ( $P = 0.05$ ); ( $df = 48$ )  $8,031 > 2,010$  ( $P = 0.05$ ); ( $df = 48$ ) which means that the alternative hypothesis is accepted.

## CONCLUSION

This paper is expected to increase the knowledge and understanding of the Language Laboratory and its use in improving the quality of education. The language laboratory has a useful function for students if it is used as much as possible. Likewise, English occupies a strategic position, especially for schools and university in Indonesia, both public schools/university and Islamic schools/university. This is not only because English is used as a compulsory subject in schools but also becomes the language of science and international language. English has a very close relationship with science to be able to study and explore a foreign language science must learn English and good English language skills are needed.

If  $t_{observed} < t_{table}$ , the null hypothesis ( $H_0$ ) is accepted but the alternative hypothesis ( $H_a$ ) is rejected. The result shows that there is a significantly positive effect of English laboratory use on the students' speaking ability, compared to those who did not get the English laboratory use. Sometimes, they lacked of vocabularies that fluenced their speaking ability. When they lack of vocabularies, so they need time to think what they want to say. So, the score of vocabulary and influence refers to minus and then if the students' lack of grammar, their partner misunderstands, so their score of grammar and comprehension is minus. But the English laboratory use can minimize the lack all of the components of conversation or the English laboratory use can improve their speaking ability.

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